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ABSTRACT

The revised Refugee Education and Employment Program (REEP) curriculum, which integrates the original 1982 REEP curriculum and the federal Mainstream English Language Training (MELT) project guidelines, provides instructional direction to teachers of adult refugees and immigrants in immediate need of basic survival and social language skills. The guide translates this need into competency-based instructional objectives and language functions, and provides suggestions for materials and teaching techniques. The curriculum provides two tracks of instruction for accommodating differences in educational background and learning ability; this volume contains Track B, for use with students with more than 5 years of education in their native country. Each track consists of four proficiency levels, each containing 9-11 instructional units or topics. For each topic, the guide provides a list of performance objectives and a list of language functions and corresponding structures to be mastered. Each performance objective is also indexed to a competency on the general competency list. Appended materials include a chart of reading and writing enabling skills for each level, a list of cross-cultural questions, pronunciation notes, suggestions for activities and classroom techniques, a resource list, and questions that may be asked of immigrants by the U.S. Immigration and Naturalization Service. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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The REEP CURRICULUM

Revised Edition

Competency-Based ESL for Adults

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Volume II

Track B

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THE REEP CURRICULUM

Revised Edition

Competency-Based ESL for Adults

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The REEP Curriculum, Revised Edition, is the product of REEP's participation in the national Mainstream English Language Training Project (MELT), which was funded by The Office of Refugee Resettlement, U. S. Department of Health and Human Services.

This revised edition is the result of the integration of the MELT Project's guidelines with REEP's original curriculum (Van Duzer and Mansoor, 1982).

The following members of REEP's staff have contributed to this edition: William Anderson, Betsy Bailey, Mira Hankins, Jamila Issaq, Blanche Koteen, Clare O'Leary, Viriyane Richardson, Emily Skinner, Hayib Sosseh, and Carol Van Duzer.

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INTRODUCTION

Background to the Curriculum

The Refugee Education and Employment Program (REEP) is a federally funded program established to help refugees become self-sufficient through English language training and job development. Over the last nine years, we have been involved in projects at both state and national levels. The staff has done extensive training in the area of competency-based English as a Second Language. In 1982, The Reep Curriculum, a functional approach to competency-based ESL, was published.

In late 1983, the Office of Refugee Resettlement funded REEP to be one of seven sites nationwide to participate in a national demonstration project called the Mainstream English Language Training (MELT) Project.[1] The overall goal of the MELT Project was "to identify, examine, and document certain criteria as they relate to the linkage of overseas ESL training and domestic ELT programs. These are criteria pertaining to assessment and testing, student performance levels, and ELT curriculum design" (Federal Register, August 1983). The REEP Curriculum, Revised Edition, is the result of the integration of the MELT Project with the original REEP curriculum.

In this revised edition, we maintain the basic goals, rationale, and organization of the original curriculum. It is a comprehensive system developed for programs teaching ESL to adult immigrants and refugees. As such, it provides instructional direction to teachers of learners in immediate need of basic survival and social language. The revised curriculum translates this need into instructional objectives and language functions (what to teach), and provides suggestions for materials and teaching techniques (how to teach it).

In this curriculum we have established learning objectives to meet our students' immediate language needs. The original curriculum was developed because we had found that an approach which focused primarily on grammatical structure was ineffective with adult immigrant learners. The grammatical approach delayed the satisfaction of students' need to communicate and neglected essential non-grammatical factors in communication such as setting, purpose, and appropriateness of language.

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[1]The other MELT sites were San Francisco Community College District, San Diego Community College District, Spring Institute of International Studies of Denver, Northwest Educational Cooperative of Illinois, Project Persona of Providence, and International Institute of Boston. RMC Research of New Hampshire, the American Council for Nationalities Service of New York, and the Center for Applied Linguistics of Washington, D. C., were involved in the Project's coordination, data collection, and training.

In order to meet this need, we reconsidered the priority of our teaching goals. Using a functional approach, we developed a system which integrated the teaching of language functions with both grammatical forms and the life tasks our students encounter day to day.

The basis for much of this curriculum is the linguistic analysis and process used by the Council of Europe's Modern Language Project (Van Ek, 1980). The council's work, recognized worldwide as an important reference, was initiated to improve and broaden the learning of modern languages. The project determined a "threshold level" of competence defined as the lowest level of general foreign language ability to be sufficient for communication. Until learners attain the threshold level, their communication possibilities are limited. Upon attaining this level, transfer of language learned to new tasks begins, thus enabling learners to adapt to most everyday situations, even if not specifically trained for them. The REEP Curriculum applies this threshold-level theory to competency-based ESL.

The 1982 REEP Curriculum and the Revised Edition

While the revised edition is very similar to the original REEP curriculum, we have made a number of significant additions and refinements. These changes have grown out of both the MELT Project and our own experience using the curriculum.

First among the changes is the addition of this expanded introductory section aimed to provide background and practical teaching information. Five appendices have been added to serve as references and resources for teaching techniques, materials, reading and writing enabling skills, cross-cultural questions, and pronunciation. Also new is the indexing of performance objectives to a list of general competencies. This allows teachers to examine how performance objectives develop from level to level to promote students' mastery of those competencies.

Throughout the curriculum we have placed a greater emphasis on promoting employment and independence. This is most evident in the appearance of the new topics "On the Job" and "Money/Banking," and the new B-Track level, B-IV. We have reassessed the content of the survival competencies in the 1982 curriculum, and rewritten, tested, and refined them to be more specific and measurable performance objectives. We have also refined the process for evaluating and documenting student achievement of these objectives.

In making all these changes, we have aimed to reflect the evolving needs and priorities for curricula of refugee and immigrant ESL programs in the United States.

Organization of the Curriculum

The REEP curriculum is a two-track system of instruction which provides for differences in educational backgrounds and learning abilities. Track A is for use with semi-literate and educationally disadvantaged students with five or fewer years of education in their native country. Track B is for use with students with more than five years of education.

Each track consists of four proficiency levels, and each level provides a maximum of 180 hours of instruction. Completion of Levels A-III or B-II corresponds to a traditional low-intermediate level of oral language proficiency. B-III corresponds to intermediate, and B-IV to high intermediate.

Every level consists of nine to eleven instructional units or topics requiring an average of 12 to 15 hours of instruction each. The topics are organized to develop students' language proficiency while the students perform certain competencies--essential job and life tasks. For every topic there is a performance objective page, which lists the tasks to be performed, and a language page, which lists the language functions and corresponding structures to be mastered to perform those tasks. Each performance objective is indexed to a competency on the list of general competencies, thus identifying the larger lifeskill toward which students are working.

Performance Objective Page

Key Performance Objectives. Objectives preceded by the work "Key" (as in Key 1) are those objectives considered most crucial as lifeskills and most representative of students' linguistic ability. Only key objectives need to be formally evaluated and are, therefore, represented on achievement plans.

Some key objectives are followed by an enabling objective (marked as such by a double asterisk, **). Enabling objectives are subskills vital to the mastery of the task outlined in the key performance objective.

Non-Key Performance Objectives. Following the key performance objectives are unmarked, non-key performance objectives. While not formally evaluated, these objectives represent important lifeskills which students should begin working on at that level. Many of these performance objectives will become key performance objectives at higher levels.

Suggested Resources. For each topic, we have indexed texts containing units and exercises which REEP teachers have found to be most appropriate for our students and curriculum. These materials include the language and vocabulary to be taught and practiced for achievement of the objectives. These are suggested resources. Teachers should select materials based on the needs and abilities of their particular students.

Remember to Address. Each Performance Objective page contains this reminder to regularly address reading and writing skills, cross-cultural questions, and pronunciation. Resources for each of these are found in the appendices.

Language Page

Functions. Functions form the basis of the language taught using this curriculum. Functions are the units of communication that identify the outcome or purpose of an utterance. They are derived from the communication which occurs in a topic area (e.g., Transportation: ask for information, give directions).

Examples. The examples listed to the right of the functions represent how those functions may be expressed. They exemplify the complexity of language expected at that level.

Structure. In the next column we have identified the grammatical forms which are appropriate for the expression of the language function at that level. When no structure is listed, the example is to be viewed as an idiomatic expression and taught accordingly.

Related Items. Suggestions for materials/realia to be used and other information needed for lesson planning are listed in this column

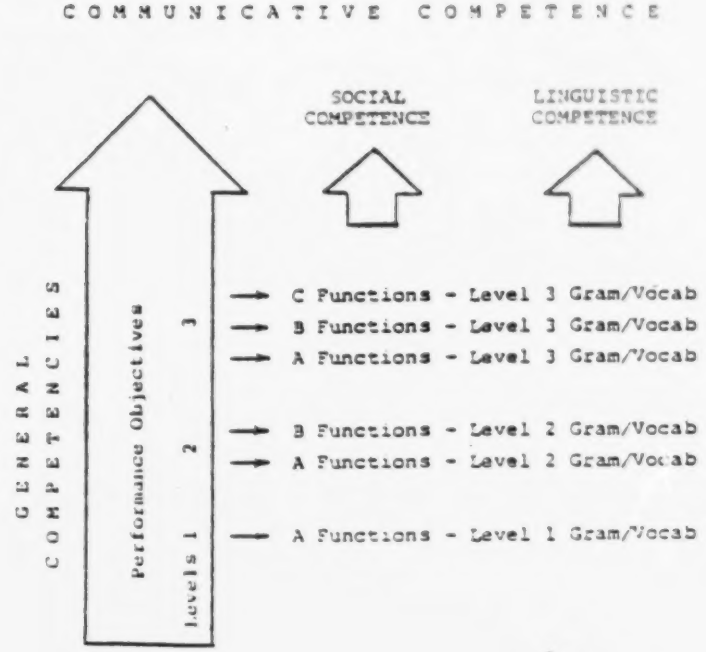
The Functional Approach to Competency-Based ESL

A competency-based education program is made up of the lifeskills needed by an individual to function in the world outside the classroom. A competency-based language program focuses on the linguistic and communication skills needed by the individual to master those lifeskills. In this curriculum we have combined general competencies, performance objectives, functions, and structures to promote that mastery.

As you go through the topics and from level to level (See Figure 1):

- General competencies are developed and evaluated through increasingly more demanding and complex performance objectives.

FIGURE 1


COMMUNICATIVE COMPETENCE
SOCIAL COMPETENCE
LINGUISTIC COMPETENCE
GENERAL COMPETENCIES
Performance Objectives
Levels 1 2 3
C Functions - Level 3 Gram/Vocab
B Functions - Level 3 Gram/Vocab
A Functions - Level 3 Gram/Vocab
B Functions - Level 2 Gram/Vocab
A Functions - Level 2 Gram/Vocab
A Functions - Level 1 Gram/Vocab

- Performance objectives involve more language use and the use of a greater number of language functions as communication and interaction increase.

- Within each function, the level and complexity of the grammar needed to express that function increases.

An important feature of this curriculum is "recycling." As you move within a level, functions are introduced and in one topic then used again in others. The structures used to express that function are reviewed as new ones are introduced. Recycling of functions and tasks occurs from topic to topic and from level to level.

Using the Curriculum

In this section we discuss how to work with the curriculum while planning lessons and evaluating student performance.

Lesson Planning

Before beginning a unit, look over its performance objective page and language page. The objectives outline the tasks the students will perform, and the functions and structures outline the language students must learn in order to perform those tasks. As you review these two pages, consider the emphasis you will place on each task/function and the order in which you will teach them. Keep in mind, as well, that key objectives will be evaluated and the results will be recorded on achievement plans.

There is not a one-to-one correspondence between lessons and objectives. Several objectives may be covered in one lesson, or one objective may require more than one lesson. Consider how objectives are related and may be combined. Some will involve the same or similar resources, activities, functions, and/or structures.

Once you have a broad unit/topic plan, you can begin to plan your lessons in detail. You might proceed as follows:

(1) Select the performance objective(s) around which you will organize the lesson.

(2) Select the language functions, structures, and vocabulary which will be your focus for the performance of the objectives.

(3) Consult the "Suggested Resources" for texts and the appendices for activities which correspond to the task(s) at hand.

(4) Consider the particular needs of your students and select reading and writing enabling skills, pronunciation points, and cross-cultural questions which should be addressed.

(5) If the objectives are marked "Key," also determine an evaluation activity for assessing student achievement of the objective.

Evaluation

Evaluation is an integral part of competency-based education. Through evaluation we certify that our students have mastered the competencies that have been set for them. It provides students with feedback on their progress. This is important because when they see their inventory of skills grow, their confidence and motivation increase as well. Evaluation feedback allows teachers to determine the effectiveness of their instruction. They can then make adjustments to ensure that the needs of students are being met.

Although some kind of evaluation should take place on a daily basis, at this time we are chiefly concerned with the formal (documented) evaluation of key performance objectives. The performance objectives provide the contexts within which students learn and practice language. At the top of each performance objective page, you will find "Students will be evaluated on their ability to perform these tasks using the language outlined on the following page." We evaluate student ability to use the functions and structures taught while completing the tasks stated in the performance objectives. We consider all aspects of the students' ability to use language: what they can achieve through speaking, listening, reading, and writing.

At the same time, we consider the quality of a student's performance by judging its acceptability by native speakers--the ability to get the job done. In a competency-based program, evaluation is criterion-referenced. Each student's performance is rated according to a set standard rather than in relation to the performance of other students in the class. At the beginning of each level you will find the exit characteristics, Student Performance Level (SPL), for students at that level. These SPL's describe how well a student is expected to perform. This description, along with the evaluation criteria included at the end of this section, form the standards for evaluation. Students who meet these criteria can progress to the next level.

In addition to identifying performance (e.g., ask and answer, locate, call), key performance objectives specify how the task is to be performed by stating conditions, the performance situation (e.g., given a simplified map, given newspaper housing ads). By looking at the condition, you know the constraints under which students will be evaluated, and the tools and materials they will need to use. These conditions, together with performance objectives and criteria, guide you in developing evaluation activities.

Although actual performance in a real-life situation is the ideal measure of competency, this is not always possible within the confines of the classroom. However, we can set up the next best thing, which is a simulation of such a situation.

Objectives requiring oral/aural use of language can be evaluated through role plays, cued responses, or demonstration. For example, an objective may require that students be able to make an emergency phone call. Each student could pick a card which describes an emergency situation and then use a telephone trainer to call for appropriate

assistance. The teacher could act as operator while evaluating student performance. For objectives requiring performance in a post office, supermarket, department store, or office, the whole classroom could be turned into that setting. Students might be required to perform specific tasks at various "counters" staffed by fellow students or volunteer aides, while the teacher circulates to evaluate individuals on their ability to complete the assigned task. Roles could rotate among the students until all have had a chance to demonstrate their competency. Objectives involving reading and writing skills can be evaluated with pencil and paper tests. For example, students could be asked to complete forms, write checks, take messages, or find numbers in the telephone directory.

After the evaluation activity, it is the teacher's responsibility to record the students' mastery of or inability to perform the task on the achievement plans. This curriculum provides for two distinct achievement plan formats: one for the LIteracy, A-I, and A-II levels, and the other for A-III and all B-track levels.

Literacy, A-I, and A-II Achievement Plans list the key performance objectives for each time block and all students' names on one master sheet. The teacher evaluates the students' performance of the task according to the established criteria stated in the curriculum (see evaluation criteria, A-Track).

A-III and B-Track Achievement Plans list the key performance objectives on individual forms to be given to the students at the end of each three-week time block. If the student is able to successfully perform the task using the language taught, the teacher checks the task on the achievement plan. The students are also evaluated on their general language ability expressed in terms of pronunciation, listening, grammar, vocabulary, reading, and writing (see evaluation criteria, B-Track). Achievement plans also provide a space for teacher's comments to the student.

Teachers can give blank achievement plans to the students at the start of a unit of study in order to make objectives known to them. Students can ask questions about the key objectives listed there and so become prepared for the upcoming topic/tasks. At the end of each time block, the plans are returned for students to sign and discuss with their teachers. Students may want a copy of their achievement plans for themselves so that they can monitor their own progress.

EVALUATION CRITERIA

The achievement plans are used for recording student progress. The teacher assesses the students' language ability as they are performing the tasks and evaluates the efficacy of the communication taking place.

LITERACY, A-I, A-II EVALUATION CRITERIA

0 Student is unable to perform task; cannot be understood.

1 Student communicates message but makes errors; understood if attentive.

2 Student conveys a structurally correct message; easily understood.

The A-III and B-Track levels require a two-step evaluation. First, students are evaluated on their ability to use the language taught to perform the task. If successful, they receive a check for the task. At the end of each three-week time block, the teacher also evaluates the students' general language ability. This is a global assessment based on the students' ability for their level. Therefore, students at any level might receive "Good"; they would differ in the complexity of the language taught at the different levels.

A-III AND B-TRACK EVALUATION CRITERIA

Good "3"

Pronunciation	No serious mispronunciations; easily understood.
Listening	Understands at nearly normal speed; may ask for clarification.
Grammar	Controls most of the structures taught but makes occasional errors that do not obscure meaning; corrects self.
Vocabulary	Actively uses vocabulary taught and readily understands new vocabulary in context.
Reading/Writing	Easily comprehends required reading; has no problems completing forms; handles daily writing tasks with only occasional errors.

Satisfactory "2"

Pronunciation	Some mispronunciations leading to confusion; understood if attentive.
Listening	Understands at slower-than-normal speed; some repetition is necessary.
Grammar	Control of simple structures, but makes errors which occasionally obscure meaning; can correct self when questioned.
Vocabulary	Understands most vocabulary taught, although all may not be part of students' active repertoire.
Reading/Writing	Comprehends required reading when guided by questions; has no problems completing forms; handles daily writing tasks with frequent errors.

Needs Improvement "1"

Pronunciation	Frequent mispronunciations; cannot be understood.
Listening	Understands only slow speech using familiar language.
Grammar	Very little control of structures taught, making comprehension difficult.
Vocabulary	Understands and uses minimum vocabulary.
Reading/Writing	Needs assistance for minimal comprehension of required reading; has problems completing forms; difficulty with daily writing tasks.

SEQUENCE OF UNITS IN A TWELVE-WEEK TERM

	Literacy	A-I	A-II/B-I	A-III/B-II	B-III	B-IV
3 WKS	Personal ID Housing/Classroom	Personal ID Housing/Classroom	Personal ID Time/Weather	Personal ID Telephone/Communication	Personal ID Telephone/Communication	Personal ID Intro to Newspaper
3 WKS	Time/Weather Money/Banking	Time/Weather Money/Banking Clothing/ Consumerism	Money/Banking Clothing/Consumerism Transportation	Food Health Money/Banking	Food Health Money/Banking	Housing Telephone/Communication Finding a Job
3 WKS	Transportation Clothing/ Consumerism	Health Transportation Food	Housing Food Health	Finding a Job Housing Clothing/Consumerism	Transportation Housing Clothing/Consumerism	On the Job Community Services Transportation
3 WKS	Food Health	Finding a Job On the Job	Community Services Finding a Job On the Job	Transportation On the Job Community Services	Finding a Job On the Job Community Services	Upgrading Your Job Money/Banking

INDEX FOR B-TRACK GENERAL COMPETENCIES AND PERFORMANCE OBJECTIVES

Clothing/consumerism

A Identify articles of clothing. (I, II)
B Wear clothing appropriate for weather conditions/ social situations. (I, III)
C Read price tags. (I)
D State clothing needs and preferences. (I)
E Locate items in a department store. (II, III)
F Read clothing care instructions. (II)
G Return/exchange merchandise. (II, III)

Finding a Job

A Identify and discuss occupations. (I)
B Identify local job possibilities and state preferences. (I, II, IV)
C Fill out a job application. (I, II, III)
D Read and respond to want ads and signs. (I, II, III, IV)
E Participate in a job interview. (I, II, III, IV)

Community Services

Post Office

A Address and mail letters/packages. (I)
B Purchase postage for letters/packages. (I, II)
C Complete postal forms and money orders. (II)

Library

D Identify and use library services. (II, IV)
E Use card catalog. (IV)

Education/Recreation

F Read schedules. (III, IV)
G Register self or others for school, day care, recreation activity. (III, IV)
H Locate information about educational/training opportunities. (III, IV)

Food

A State food needs. (I, II)
B Compare prices. (I, II, III)
C Understand weights, quantities, and containers. (I, II, III)
D Locate items in a supermarket. (II)
E Use unit pricing to determine bedst places to shop. (III)
F Order a meal in a restaurant. (II)
G Discuss food preparation and eating habits. (I, II)
H Use coupons.

INDEX FOR B-TRACK GENERAL COMPETENCIES AND PERFORMANCE OBJECTIVES

Health

A Identify parts of the body, ailments, and injuries. (I, II)
B Know treatment for ailments and injuries. (I)
C Make emergency phone calls. (I, II)
D Follow a doctor's/nurse's instructions. (I)
E Make, cancel, and reschedule medical appointments. (II, III)
F Read labels on medicine bottles and household products. (II, III)
G Call school/workplace to report absence. (A-III)
H Complete medical history forms. (II, III)

Housing

A Identify classroom objects and follow classroom procedure. (A-Track)
B Identify types of housing/rooms/furniture. (I, II)
C Give home address and describe location. (I)
D Discuss household repairs. (I, II)
E Call for household repairs. (I, II)
F Respond to housing ads and signs. (II, III, IV)
G Rent an apartment. (II, IV)
H Read housing forms and regulations. (II, III, IV)
I Pay rent and utilities. (III)

Money/Banking

A Identify coins and bills. (I)
B Make cash purchases. (I, II)
C Write and endorse checks. (I, II, III)
D Identify banking terms and services. (II)
E Operate bank accounts. (III)
F Pay taxes. (IV)
G Write a budget. (IV)
H Apply for a loan/scholarship. (IV)

On the Job

A Give and follow work-related instructions. (I, II, III)
B Understand written information at the worksite. (I, III, IV)
C Discuss work tasks and procedures. (I, II, IV)
D Complete work-related documents. (II, III)
E Notify employer before lateness or absence. (II, III, IV)
F Understand paychecks. (II)
G Negotiate pay, hours, and dates. (I)

2

INDEX FOR B-TRACK GENERAL COMPETENCIES AND PERFORMANCE OBJECTIVES

Personal Identification

A Describe self and others. (I, II, III, IV)
B Complete personal data forms. (I, II, III, IV)
C Interact socially. (I, II, III, IV)
D Identify family relationships (and discuss family life). (I, II, III)

Telephone/Communication

A Initiate and end conversations. (II)
B Take and leave messages. (II, III)
C Use telephone books. (II, III)
D Respond to wrong numbers (on the telephone). (III)
E Understand how to use the operator. (II, III, IV)
F Pay bills.
G Arrange for phone service. (IV)
H Understand recorded message. (IV)

Time and Weather

A Tell time. (I)
B Read and write days and dates. (I)
C Tell about daily schedule. (I)
D Describe weather conditions. (I)

Transportation

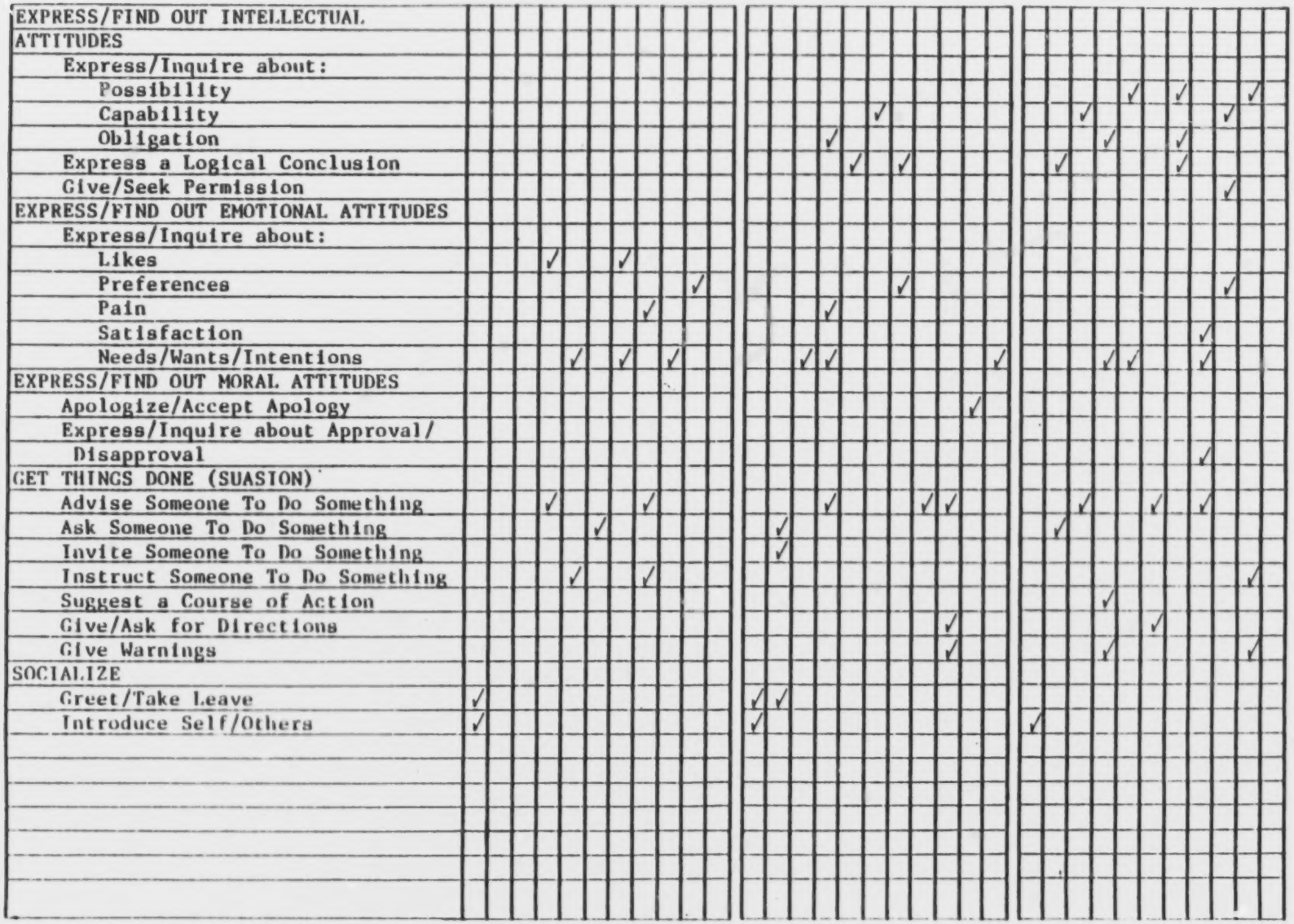
A Use local transportation. (I)
B Give and follow directions. (II, III)
C Use maps. (I, III)
D Obey traffic signs. (I, III)
E Use transportation schedules. (II, III, IV)
F Call for transportation information. (III, IV)
G Get a driver's license. (III, IV)
H Purchase a car.

2.

INDEX OF FUNCTIONS

B-I, B-II, B-III

	B-I												B-II												B-III											
	Personal ID	Time/Weather	Money/Banking	Clothing/Consumerism	Transportation	Housing	Food	Health	Community Services	Finding a Job	On the Job		Personal ID	Tele/Communication	Food	Health	Money/Banking	Finding a Job	Housing	Clothing/Consumerism	Transportation	On the Job	Community Services		Personal ID	Tele/Communication	Food	Health	Money/Banking	Transportation	Housing	Clothing/Consumerism	Finding a Job	On the Job	Community Services	
IMPART/SEEK FACTUAL INFO																																				
Identify Self/Others	✓												✓	✓					✓						✓	✓							✓			
Identify Objects							✓		✓																											
Identify Meaning of Signs/Symbols		✓	✓	✓	✓		✓				✓				✓																					
Identify Weather Conditions		✓																																		
Express/Inquire about Time		✓																																		
Report Info Chronologically Related		✓					✓				✓				✓	✓					✓						✓									
Report Info Causally Related								✓								✓						✓												✓		
Report Desctiptive Info:																																				
Location/Direction					✓	✓									✓	✓				✓	✓															✓
Quantity/Price			✓				✓								✓												✓									
Color/Size				✓																																
Condition						✓													✓	✓																
Correct Errors																	✓																			
Ask/Answer Requests for Clarification	✓		✓								✓			✓							✓	✓			✓	✓				✓				✓		
Make a Request (e.g., Assistance)			✓					✓						✓				✓		✓		✓	✓			✓							✓			
Ask/Answer Requests for Info	✓			✓	✓				✓	✓	✓		✓				✓	✓	✓		✓		✓		✓	✓		✓	✓	✓	✓	✓	✓		✓	
Expand Meaning of Abbreviated Messages																		✓	✓														✓			


EXPRESS/FIND OUT INTELLECTUAL ATTITUDES
Express/Inquire about:
Possibility
Capability
Obligation
Express a Logical Conclusion
Give/Seek Permission
EXPRESS/FIND OUT EMOTIONAL ATTITUDES
Express/Inquire about:
Likes
Preferences
Pain
Satisfaction
Needs/Wants/Intentions
EXPRESS/FIND OUT MORAL ATTITUDES
Apologize/Accept Apology
Express/Inquire about Approval/ Disapproval
GET THINGS DONE (SUASION)
Advise Someone To Do Something
Ask Someone To Do Something
Invite Someone To Do Something
Instruct Someone To Do Something
Suggest a Course of Action
Give/Ask for Directions
Give Warnings
SOCIALIZE
Greet/Take Leave
Introduce Self/Others

INDEX OF FUNCTIONS

B-IV

	Personal ID	Intro to Newspaper	Housing	Tele/Communication	Finding a Job	On the Job	Community Services	Transportation	Upgrading Your Job	Money/Banking
	B-IV									
IMPART/SEEK FACTUAL INFO										
Identify Self/Others				✓	✓					
Report Info Chronologically Related	✓					✓				
Report Info Causally Related									✓	
Report Descriptive Info:										
Quantity/Price								✓		✓
People	✓									
Correct Errors				✓						
Ask/Answer Requests for Clarification				✓		✓				
Make a Request (e.g., Assistance)							✓		✓	
Ask/Answer Requests for Info		✓	✓	✓	✓	✓	✓	✓	✓	✓
EXPRESS/FIND OUT INTELLECTUAL ATTITUDES										
Express/Inquire about:										
Possibility								✓		
Capability					✓		✓			
Certainty				✓						
Obligation				✓						
Express a Logical Conclusion				✓						

| | | |

INDEX OF STRUCTURES

Structure	Lit	AI	AII	AIII	BI	BII	BIII	BIV
ADJECTIVES								
Adjectives + noun		x	x		x	x		
Comparative				x		x	x	x
Demonstrative			x	x	x			
Indefinite								
much/many			x	x	x	x		
some/any		x	x	x	x	x	x	
Possessive	x	x			x			
Superlative				x			x	x
ADVERBIALS								
Cause			x	x	x	x	x	x
Frequency			x					x
Means		x	x		x	x		
Reason						x	x	x
Sequence markers				x		x	x	x
Time								
already/yet		x		x		x	x	x
for/since/ago						x	x	x
when/while							x	x
Too/also				x	x	x		
Very	x		x		x			
Very/too/enough			x	x	x	x	x	
ARTICLES		x	x		x	x		
BE								
Be + adjective	x	x	x		x			
Past		x	x	x	x	x		
Present	x	x	x	x	x	x		

Structure	Lit	AI	II	AIII	BI	BII	BIII	BIV
CONDITIONAL CLAUSES								
real present				x		x	x	x
unreal present							x	x
CONJUNCTIONS								
and		x	x	x	x	x		
both...and							x	x
but			x	x	x	x		
either/neither						x	x	x
or				x	x	x		
EMBEDDED QUESTIONS							x	x
GENERAL "YOU"				x		x	x	
IT (SUBJECT)	x	x			x		x	x
MODAL VERBS								
can			x	x	x	x	x	x
could						x	x	x
may			x	x			x	x
might								x
must/have to			x	x	x	x	x	x
will				x	x	x	x	x
should			x	x	x	x	x	x
would						x	x	x
perfect modals								x

INDEX OF STRUCTURES (Continued)

Structure	Lit	AI	AII	AIII	BI	BII	BIII	BIV
NEGATIVE QUESTIONS								x
NOUNS								
Clauses								x
Count/noncount		x	x	x	x	x	x	
Modifications								
adj. + noun			x	x	x	x		
noun + noun				x		x	x	
Possessive('s)			x		x			
Singular/plural	x	x	x	x	x	x		
PREPOSITIONS								
Of place		x	x	x	x	x	x	
Of time		x	x		x			
PRONOUNS								
Demonstrative	x	x	x	x	x	x		
Indefinite								
some/any				x		x		
anything/nothing/ something							x	x
Object		x	x		x	x		
Possessive						x		
Subject	x	x	x		x			
RELATIVE CLAUSES							x	x
REPORTED SPEECH							x	x
TAG QUESTIONS								x

Structure	Lit	AI	II	AIII	BI	BII	BIII	BIV
THERE IS/ARE			x	x	x	x		
TWO-WORD VERBS								x
VERBS								
Passive							x	x
Patterns								
sequence of tenses						x	x	x
verb + verb-ing						x	x	x
verb to + verb		x	x	x	x	x		
Tense								
future - going to			x	x	x	x	x	x
continuous								x
imperative	x	x	x	x	x	x	x	x
past continuous						x		x
present continuous		x	x		x	x		
present perfect continuous				x		x	x	x
simple past			x	x	x	x		
simple present	x	x	x	x	x	x		
WH-QUESTIONS	x	x	x	x	x	x	x	x
WOULD LIKE/TO				x		x	x	x
WOULD RATHER				x		x	x	x
X MEANS Y		x	x	x	x	x		
YES/NO QUESTIONS	x	x	x	x	x	x	x	x

GUIDELINES FOR PERFORMANCE OBJECTIVES

In writing the revised performance objectives, we have adopted the following guidelines and space-saving conventions:

- Role plays and simulated situations are acceptable activities for the demonstration of all objectives.
- All performance objectives are oral unless stated otherwise, with this understanding: "identify" means orally.
- All performance objectives are in person unless stated as "on the phone." Evaluating objectives on the phone may involve the use of a telephone trainer or similar device.
- All materials and forms are real unless stated as simplified or from a level text.
- Mastery of an objective which involves writing is demonstrated by its acceptability outside the classroom.
- Any performance objective stating "ask" includes understanding typical responses as part of the performance.
- Objectives do not specify the vocabulary required for their mastery. This vocabulary can be found in the resources recommended for each topic at each level.

BI

B-I STUDENT PERFORMANCE MID-LEVEL CHARACTERISTICS (SPL III)

B-I is a beginning ESL level and as such there is a wide range of abilities at the beginning of the cycle. The Level III description should be used for evaluating successful use of the language in completing a task during the first six weeks of the cycle (Time Blocks 1 and 2).

Level IV is the desired exit level performance and should be used for evaluating successful use of language in completing a task during the last six weeks of the cycle (Time Blocks 3 and 4). At the end of the instructional cycle, the teacher should read Level IV carefully before deciding to promote or retain a student. If a student's language ability matches the description, the student will be ready for the next instructional level.

General Language Ability	Listening Comprehension	Oral Communication	Reading	Writing
Functions with some difficulty in situations related to immediate needs. Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated. A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.	Understands simple learned phrases, spoken slowly with frequent repetitions.	Expresses immediate survival needs using simple learned phrases. Asks and responds to simple learned questions. Some control of very basic grammar.	Reads and understands a limited number of common sight words, and short, simple learned phrases related to immediate needs.	Writes a limited number of very common words, and basic personal information on simplified forms, needs assistance.

ACHIEVEMENT PLAN

Name _____ Teacher _____ Level B-I

Check means student can do the task.
Language Skills: 1 Needs improvement
2 Satisfactory
3 Good

Time Block: I

Personal Identification

1. Ask/answer questions: Self ____
2. Complete form ____
3. Greet others/introduce self ____

Time/Weather

1. Ask/answer questions: Time ____
2. Read appointment cards ____
3. Ask/answer questions: Routines ____

Language Skills

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Absences: _____
Comments:

Signature: _____ Date: _____

Time Block: II

Money/Banking

1. Produce requested amounts ____
2. Make change ____

Clothing/Consumerism

1. Describe someone's clothing ____
2. Ask/answer questions: Prices ____

Transportation

1. Ask/answer questions: Transportation ____
2. Ask where bus stop is ____

Language Skills

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Absences: _____
Comments:

Signature: _____ Date: _____

B-I STUDENT PERFORMANCE LEVEL EXIT CHARACTERISTICS (SPL IV)

General Language Ability	Listening Comprehension	Oral Communication	Reading	Writing
Can satisfy basic survival needs and a few very routine social demands. Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated. A native speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.	Understands simple learned phrases easily, and some simple new phrases containing familiar vocabulary, spoken slowly with frequent repetitions.	Expresses basic survival needs, including asking and responding to related questions, using both learned and a limited number of new phrases. Participates in basic conversations in a few very routine social situations (e.g., greeting, inviting). Speaks with hesitation and frequent pauses. Some control of basic grammar.	Reads and understands simple learned sentences and some new sentences related to immediate needs; frequent misinterpretations.	Writes common words and simple phrases related to immediate needs; makes frequent errors and needs assistance.

4

ACHIEVEMENT PLAN

Name _____ Teacher _____ Level B-I

Check means student can do the task.
Language Skills: 1 Needs improvement
2 Satisfactory
3 Good

Time Block: III

Language Skills

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Housing

1. Identify rooms/furniture ____
2. Ask someone to perform chores ____

Food

1. Identify foods orally/writing ____
2. Read food ads ____

Absences: _____
Comments:

Health

1. Identify body parts ____
2. Identify illnesses/injuries ____

Signature: _____ Date: _____

Time Block: IV

Language Skills

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Community Services

1. Purchase stamps ____
2. Address an envelope ____

Finding a Job

1. Identify job titles, places, tasks, tools ____
2. Describe occupation ____

Absences: _____
Comments:

On the Job

1. Follow instructions ____
2. Ask/answer questions: Work schedules ____

Signature: _____ Date: _____

B-I: PERSONAL IDENTIFICATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Ask and answer questions about self-identification, including name, address, telephone, and social security numbers, birthdate and place, age, marital status, number of children, and previous occupation.	A
Key 2.	Fill out a personal data form requesting the above information, plus sex and signature.	B
Key 3.	Greet people and introduce self using appropriate forms of address and introduction.	C
4.	Identify immediate family relationships.	D

Suggested Resources

- Lifeskills 1, pp. 7-13, 37-40.
- Lifelines 1, Lessons 1, 2.
- Side by Side: One, pp. 2-3, 24-25.
- A Conversation Book: One, pp. 2-6, 33-35.
- Before Book One, pp. 1-9.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

B-I: PERSONAL IDENTIFICATION

Function	Example	Structure	Related Items
Identify self/others	My name is _____. He's my brother. His name is _____.	Be: present Possessive adjectives: my his, her Subject pronouns	Use/order of first, middle, and family names Family relations
Ask/answer requests for clarification	Excuse me? Repeat, please. Spell that. No, my name is _____.		
Ask/answer requests for information	What's your last name? What's your birthdate? I come from Vietnam. I have 3 children.	Be: present Verbs: simple Yes/no questions Wh-questions: what, where, how, how many	Personal data form
Greet/take leave	Hello/Good morning. How are you? Good-bye.		
Introduce self/ others	Hi, I'm _____. My name is _____. Glad to meet you.		

B-I: TIME AND WEATHER

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given analog and digital clocks, ask and answer questions about times displayed	A
Key 2.	Read the time and abbreviated day and date on appointment cards.	B
Key 3.	Given a work schedule that varies from day to day, ask and answer questions about the worker's routine at various times of each day.	C
	**Tell about daily schedule.	
4.	Write time from clock visuals and from dictation.	A
5.	Write days and dates in full and abbreviated form.	B
6.	Given visuals of weather conditions, ask and answer questions about the weather.	D

Suggested Resources

- Lifeskills 1, pp. 25-28.
- A Conversation Book: One, pp. 25-32, 62-63, 69-77.
- Before Book One, pp. 17-23.
- GrammarWork 1, pp. 60-65.
- Impact 1, pp. 111-112.
- Side by Side: One, pp. 52-58.
- English for a Changing World: Cue Book 1, Scene 8.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Express/inquire about time	What time is it? It's _____. What's the date?	Be: present It (subject)	Clocks, calendars Days, months, dates
Identify signs/symbols	3:00 PM. 6:00 AM.		Morning, afternoon night
Report information chronologically related	My appointment is on May 5 at 3:30. She goes shopping on Saturday. He works from 7:00 to 11:00. I start work at 9:00.	Verbs: simple present Prepositions of times: on, at	Appointment cards Work schedules Daily routine
Identify weather conditions	How's the weather? It's hot today. It's cloudy and cold. It's very windy.	Be + adjective It (subject) Conjunctions: and Very + adjective	Seasons Weather conditions

B-I: MONEY/BANKING

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given oral requests for amounts under $20.00, produce the amount.	A
	**Identify coins and bills by name and value.	
Key 2.	Given $20.00 and the price tag of an item, produce the correct change.	B
	**Read price tags.	
3.	Given dictated amounts below $100.00, write the amounts in numerals.	C
4.	Present identification upon request.	C

Suggested Resources

- Lifeskills 1, p. 15.
- Lifelines 1, Lesson 5.
- GrammarWork 1, pp. 22-23.
- GrammarWork 2, pp. 3-4.
- Impact 1, pp. 127-128.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

B-I: MONEY/BANKING

Function	Example	Structure	Related Items
Report descriptive information about quantity/price	How much is a dime? It's 10 cents. How much is this? It's $10.50. That's $18.99. Here's a twenty.	Wh-questions: how much	Coins, bills Price tags
Ask/answer requests for clarification	Excuse me. How much?		Rising intonation
Express needs	Do you have change for ____? How much do you need? I need a quarter. You need 80 cents.	Verbs: simple present Yes/no questions Wh-questions: how much	Addition/subtraction
Make a request*	Could I see some ID, please?* Do you have any ID?* Do you have a penny?*	Yes/no questions	
Identify signs/symbols	$.69. $12.05. 33¢.		Price tags

*Students to respond only.

B-I: CLOTHING/CONSUMERISM

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Describe what a classmate is wearing, including color.	A
Key 2.	Given a visual of articles of clothing and price tags, ask and answer questions about items and their prices.	C
3.	Ask where items are located in a store.	C
4.	Given visuals of different weather conditions, suggest appropriate clothing to wear.	B
5.	Express clothing likes and dislikes.	D

Suggested Resources

- Lifeskills 1, pp. 14-24, 29, 41.
- Lifelines 1, Lessons 11, 12.
- GrammarWork 1, pp. 24, 26-27, 29, 75-77.
- Side by Side: One, pp. 42-49.
- A Conversation Book: One, pp. 13-16, 71.
- Impact 1, Lesson 8.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

B-I: CLOTHING/CONSUMERISM

Function	Example	Structure	Related Items
Report descriptive information about size/color	She's wearing a blue sweater. He isn't wearing socks. I'm looking for size 8.	Verbs: present continuous Possessive ('s) Adjective + noun	Articles of clothing
Express/inquire about likes/dislikes	I like these shoes. Those shoes are too small. He doesn't like red.	Demonstrative adjectives Too + adjective	Colors, sizes
Advise someone to do something	It's cold. Put on a sweater. It's raining. Take your umbrella.	Imperative	Weather conditions
Ask/answer requests for information	How much is this hat? How much are those shoes? Where's the shoe department?	Wh-questions Demonstrative adjectives	
Identify signs/symbols	Sale Clearance 50% off 2 for $4.99		Department store signs

B-I: TRANSPORTATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Ask and answer questions about transportation used to go to school/work.	A
	**Identify means of transportation.	
Key 2.	Given a local destination, ask where the bus stop is.	A
3.	Identify common traffic signs.	D
4.	Given a simplified local map, identify vicinity of school, home, work.	C

Suggested Resources

- Lifeskills 1, pp. 26, 30-32, 82-83.
- A Conversation Book: One, pp. 111-113.
- Impact 1, pp. 90-91, Lesson 5.
- Side by Side: One, pp. 36-37.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

B-I: TRANSPORTATION

Function	Example	Structure	Related Items
Ask/answer requests for information	How do you go to work? By bus. I walk. Where's the bus stop? Where are you going? To school.	Wh-questions Adverbials of means: by + transportation Prepositions of place: to	Means of transportation
Report descriptive information about location/direction	I'm going to Ballston. The bus stop is on the corner.	Prepositions of place: to, on	
Express needs/wants	I need a transfer, please. I want to go to Tyson's Corner.	Verbs: simple present	
Identify meanings of signs/symbols	Don't walk. Stop. OK. Go.	Imperative	Traffic signs
Instruct someone to do something*	Point to South Arlington.* Find the school.* Show me where you work.*	Imperative	Local map

*Students to respond only.

B-I: HOUSING

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a visual or a floor plan of a house, identify rooms and furniture/fixtures.	B
Key 2.	Given a visual of common chores inside and outside the house, ask someone to perform the chores being depicted.	D
3.	Describe own residence, including type of housing, number of rooms, and location.	C
4.	Given a visual of a house in disrepair, identify problems.	E

Suggested Resources

- Lifeskills 1, pp. 29, 58-60, 66.
- GrammarWork 1, pp. 34-38, 54-55, 81.
- English for a Changing World: Cue Book 1, Scenes 4, 5.
- Side by Side: One, pp. 6-20, 39-40.
- Lifelines 1, Lessons 13, 14.
- A Conversation Book: One, pp. 43, 51-54.
- Notion by Notion, Lesson 12.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Report descriptive information about location	There's a sofa in the living room. I live in South Arlington.	There is/are Prepositions of places: in, on, under, above, next to, between	Rooms/furniture
Report descriptive information about condition	The apartment building is new. The toilet doesn't work. My lock is broken. The sink is dripping.	Be: present Be + adjective	Maintenance problems
Ask someone to do something	Please sweep the floor. Would you please cut the grass? Please help me make the beds.	Imperative Object pronouns	Household chores Polite requests

B-I: FOOD

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given visuals of food, identify items orally and in writing.	A
Key 2.	Given a simplified food ad, ask and answer questions about the prices of items.	B,C
	**Identify containers and quantities.	
3.	Given visuals of food, categorize items as meat, dairy, fruit, or vegetable.	D
4.	Ask and answer questions about daily eating habits.	G

Suggested Resources

- Lifeskills 1, pp. 42-54.
- A Conversation Book: One, pp. 80-82.
- English for a Changing World: Cue Book 1, Chart 8-9.
- Side by Side: One, pp. 118-119.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Identify objects	That's a bag of onions. Those are pears. Milk is a dairy product.	Nouns: singular/plural, count/noncount	Food items Containers/ quantities
Express/inquire about likes/dislikes	Do you like chicken? I like tea, but I don't like coffee.	Verbs: simple present Yes/no questions Conjunctions: and, but	
Report information chronologically related	What did you eat for breakfast? What are you going to have for lunch?	Verbs: simple past, going to future	Meals
Express/inquire about quantities/price	How much is a bag of onions? How much do oranges cost? Chicken is $.89 a pound.	Wh-questions: how much	
Identify signs/symbols	$0.39/pound 39¢/lb	Wh-questions: how much	Abbreviations for measures
Express/inquire about needs/wants/intentions	I'm going to the store. Do you need anything? Do you want any milk? I need a loaf of bread. I need some rice. No, I don't need any.	Indefinite articles: any/some Nouns: count/noncount	Containers/ quantities

B-I: HEALTH

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a visual of the human body, identify parts.	A
Key 2.	Given visuals of people who are sick or injured, identify the nature of illnesses and injuries.	A
3.	Given visuals of an emergency situation, call the appropriate agency for assistance and give the nature of the emergency, name, address, and telephone number.	C
4.	Given visuals of minor medical problems, suggest actions to be taken.	B
5.	Respond to common instructions from doctor/nurse.	D

Suggested Resources

- Lifeskills 1, pp. 87-90, 94.
- Impact 1, pp. 77-79.
- A Conversation Book: One, pp. 22-25, 39, 133-134.
- Side by Side: One, pp. 88-91.
- GrammarWork 1, p. 58.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Express/inquire about pain	What's wrong? What's the matter? She has a toothache. My _____ hurts. Yesterday I had a sore throat.	Verbs: simple present, simple past	Parts of the body Illnesses, symptoms
Express sympathy	I'm sorry to hear that. That's too bad.		
Advise someone to do something	Take 2 aspirin, and go to bed. You shouldn't smoke. He should call a doctor. Drink some hot tea.	Imperative Modal: should Conjunctions: and	First aid, remedies
Report information causally related	I was absent because I was sick. She has a stomachache because she ate too much.	Because + clause Be: past Verbs: simple present, simple past	
Instruct someone to do something*	Inhale/exhale.* Open your mouth and say "ah."*		
Request assistance	Help! Send an ambulance. Can you help me? Fire! Call the fire department.	Imperative Modal: can	Emergency situations

*Student to respond only.

B-I: COMMUNITY SERVICES

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given letters to be sent within the U. S. and overseas, purchase the needed postage.	A
Key 2.	Given a blank envelope, address it correctly to be mailed in the U. S.	B
3.	In a post office, identify the correct slots for different types of mail.	A

Suggested Resources

- Lifelines 1, Lesson 16.
- A New Start: Literacy Workbook 2, pp. 17-19.
- English That Works 1, pp. 22-27.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Identify objects	This stamp is for airmail letters. That's for local mail.	Demonstrative pronouns	Postal items
Express/inquire about needs/wants	I need some postcards. Do you need any aerograms? I want to send this to Thailand. I want 3 twenty-cent stamps.	Indefinite articles Verbs: simple present	
Ask/answer requests for information	How much does a postcard cost? How much does it cost to mail a postcard? What's the zip code? What's your address?	Wh-questions	Addressing envelopes

B-I: FINDING A JOB

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given visuals of various occupations, identify job titles, places of work, tasks, and tools.	A
Key 2.	Describe occupation in native country, including length of employment.	E
3.	Given visuals of various occupations, express work preferences.	B
4.	Complete a simplified job application asking for personal data, former occupation, and length of employment.	C
5.	Given an alphabetized list of job titles, locate jobs specified by teacher.	D

Suggested Resources

- Lifeskills 1, pp. 56-57.
- A Conversation Book: One, pp. 116-119.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Ask/answer requests for information	What is he? Where does a dishwasher work? What does he do? He washes dishes. He cleans the kitchen. A seamstress uses a sewing machine. What did you do in _____? What experience do you have? I was a mechanic for 5 years.	Wh-questions Verbs: simple present, simple past Adverbials of time: for	Occupations, tools, duties, work places Simplified application forms
Express preferences	I like to work inside. I don't like to work at night. I want to work in a factory. I don't want to be a busboy.	Verb to + verb	Working conditions

B-I: ON THE JOB

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a work situation, follow simple two-step instructions to complete a job task.	A
	**Ask for clarification of unclear instructions.	
Key 2.	Given a work schedule, ask and answer questions about hours and duties.	B,C,G
3.	Given common workplace signs, explain their meaning.	B
4.	Inquire about the location of people, facilities, and equipment at the job site.	C
5.	Ask and answer questions about progress and quality of work.	C

Suggested Resources

- Speaking Up at Work, Unit 1, Section 3.
- Speaking Up at Work, Unit 2, Section 2.
- Speaking Up at Work, Unit 5, Section 2.
- Speaking Up at Work, pp. 104-105.
- The Work Series, Work Rules.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Report information chronologically related	When do you work at night? Who washes dishes in the morning? She has Friday and Saturday off. I don't work Sunday and Monday. She prepared the salad from 9:00 to 12:00. Are you finished? Are you done? No, not yet.	Verbs: simple present, simple past Yes/no questions	Work schedules
Ask/answer requests for information	Where is the supply closet? Wehre can I find more soap? Is this all right? Is this OK?	Modal: can Yes/no questions	Work place Equipment/personal
Ask/answer requests for clarification	Excuse me. What did you say? I'm sorry. I didn't understand. What should I do?	Modal: should	Rising intonation
Identify meaning of signs/symbols	We must wash our hands. We have to enter here. We can't smoke in here. This means no smoking.	Modals: must, cannot have to X means y	Work place signs

B II

B-II STUDENT PERFORMANCE LEVEL EXIT CHARACTERISTICS (SPL V)

Following is a description of the exit level performance for this instructional level. It should be used as a guideline for evaluating successful use of language in completing a task. At the end of the instructional cycle, the teacher should carefully read the description before deciding to promote or retain a student. If a student's language ability fits the description, the student will be ready for the next instructional level.

General Language Ability	Listening Comprehension	Oral Communication	Reading	Writing
Can satisfy basic survival needs and some limited social demands. Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated. A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.	Understands learned phrases easily and short new phrases containing familiar vocabulary spoken slowly with repetition. Has limited ability to understand on the telephone.	Functions independently in most face-to-face basic survival situations but needs some help. Asks and responds to direct questions on familiar and some unfamiliar subjects. Still relies on learned phrases but also uses new phrases (i.e., speaks with some creativity) but with hesitation and pauses. Communicates on the phone to express a limited number of survival needs, but with some difficulty. Participates in basic conversations in a limited number of social situations. Can occasionally clarify general meaning by simple rewording. Increasing, but inconsistent control of basic grammar.	Reads and understands some short simplified materials related to basic needs with some misinterpretations.	Writes phrases and some short, simple sentences; completes simplified forms. Makes some errors; needs assistance.

ACHIEVEMENT PLAN

Name _____ Teacher _____ Level B-II

Check means student can do the task.
Language Skills: 1 Needs improvement
2 Satisfactory
3 Good

Time Block: I

Personal Identification

1. Ask/answer questions: Self ____
2. Complete form ____

Telephone Communication

1. Find area codes/ phone rates ____
2. Find phone numbers ____
3. Leave messages ____

Language Skills

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Absences: _____
Comments:

Signature: _____ Date: _____

Time Block: II

Food

1. Read food ads ____
2. Find food in supermarket ____

Health

1. Suggest treatment ____
2. Make appointment ____
3. Make emergency call ____

Money/Banking

1. Write checks ____
2. Request correct change ____

Language Skills

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Absences: _____
Comments:

Signature: _____ Date: _____

ACHIEVEMENT PLAN

Name _____ Teacher _____ Level B-II

Check means student can do the task.
Language Skills: 1 Needs improvement
2 Satisfactory
3 Good

Time Block: III

Finding a Job

1. Read want ads ____
2. Complete job application ____

Housing

1. Read housing ads ____
2. Call management for repairs ____

Clothing/Consumerism

1. Describe lost child/robber ____
2. Find items in store ____

Language Skills

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Absences: _____
Comments:

Signature: _____ Date: _____

Time Block: IV

Transportation

1. Read bus schedules ____
2. Give directions ____
3. Explain traffic signs ____

On the Job

1. Follow instructions ____
2. Call about lateness/absence ____
3. Complete time sheets ____

Community Services

1. Complete money order ____
2. Complete change of address card ____

Language Skills

	1	2	3
Pronunciation			
Listening			
Grammar			
Vocabulary			
Reading/Writing			

Absences: _____
Comments:

Signature: _____ Date: _____

B-II: PERSONAL IDENTIFICATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Ask and answer questions about self-identification, including name, address, telephone and social security numbers, birthdate and place, age, marital status, names and ages of children, height, weight, hair/eye color, education, work history. **Spell first, middle, and family names.	A
Key 2.	Fill out a personal data form requesting the above information, plus sex and signature.	B
3.	Introduce self and others, using appropriate forms of address and introduction.	C
4.	Identify family relationships over three generations.	D

Suggested Resources

- English for Adult Competency I, Unit 1.
- English That Works 1, Unit 1.
- Notion by Notion, Units 1-3.
- GrammarWork 1, pp. 88-90.
- Side by Side: One, pp. 32-33, 64-65.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

B-II: PERSONAL IDENTIFICATION

Function	Example	Structure	Related Items
Identify self/others	What's your name? It's Hai Nguyen. Who's he? He's Abdul. That's Ms. Martin.	Be: present Demonstrative pronouns Subject pronouns	Use/order of names
Introduce self/others	My name is Mulu. This is my brother, Siraj. I'd like you to meet my wife. I'm glad to meet you.	Would like	Family members Forms of address
Ask/answer requests for information	Where are you from? What's your address? How old are you? I live in Arlington. My telephone number is 536-2920 Are you married or single? Do you have any children?	Verbs: simple present Be: present Wh-questions Yes/no questions Subject pronouns	Personal data forms Measurements: height/weight Intonation of wh- and yes/no questions
Greet/take leave	Hello. How are you? See you later.		

B-II: TELEPHONE/COMMUNICATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a telephone book, find the area codes for specified cities and identify long distance discount days/times.	C
Key 2.	Given the white pages of the telephone book, find residence, government, and business listings as specified by the teacher.	C
Key 3.	Using the teletrainer, call friend/school/work and leave a simple message.	B
	**Initiate and end a conversation appropriately.	
4.	Repeat a telephone number and write telephone numbers from dictation.	B
5.	Take a phone message in writing, including name and number of caller and indicating whether the caller wants to be called or will call again.	B
6.	State three reasons a person might call the operator.	E
7.	Use telephone to extend an invitation.	A

Suggested Resources

- English for Adult Competency I, p. 20.
- A Conversation Book: One, pp. 99-100.
- A Conversation Book: Two, p. 66.
- Side by Side: One, p. 77.
- GrammarWork 2, p. 30.
- Lifeskills 1, p. 34.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

B-II: TELEPHONE/COMMUNICATION

Function	Example	Structure	Related Items
Identify self/others	Hello. This is _____. Speaking. Who is this?		Telephone etiquette
Make a request	May I speak to _____? Is _____ there? May I leave a message?	Modal: may Yes/no questions	Polite requests
Ask someone to do something	Please tell him Minh called. Please ask him to call me.	Object pronouns Imperative	
Ask/answer requests for clarification	Who? 543-8976? Please spell your name.		Rising intonation
Invite someone to do something	Do you want to go to the movies? Would you like to come? Can you come to dinner?	Yes/no questions Modal: can Would like	
Greet/take leave	Hello Minh. This is _____. I've got to go now. Thanks for calling. Good-bye.		

B-II: FOOD

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a newspaper food ad, ask and answer questions about the prices of items.	B,C
Key 2.	Given a diagram of a supermarket and shelves, ask and answer questions about the location of items.	D
	**Categorize items (e.g., meat, produce, dairy, frozen foods).	
3.	Write a shopping list of items needed for a specific dinner or recipe.	A
4.	Given a specified amount of money and a menu, order a meal from a fast food restaurant.	F
5.	Give simple directions for preparing food.	G

Suggested Resources

- English for Adult Competency I, Unit 2.
- Notion by Notion, Units 11, 15, 16.
- Lifeskills 1, p. 46.
- Lifelines 1, Lesson 9.
- GrammarWork 2, pp. 8-10, 17-18, 68.
- Speaking of Survival, pp. 147-158.
- Side by Side: One, pp. 118-121.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Report descriptive information about price/quantity	How much is milk at _____? It's $1.51 a gallon. How much do bananas cost? Pork is cheaper at _____. A pound of onions costs 49¢.	Wh-questions: how much Comparative Nouns: singular/plural, count/noncount	Food ads Quantities, containers
Report descriptive information about location	Where's the dairy section? It's in the back. Where can I find rice? It's in Aisle 3 on the third shelf.	Prepositions of place Modal: can	Ordinal numbers Diagram of store/ shelves
Express/inquire about needs/wants	I need some milk. How much do you need? How many loaves of bread do you want? You need a cup of flour. I'd like regular fries.	Indefinite adjectives: some/any, much/many Indefinite pronouns	Quantities Shopping list Fast food menu
Report information chronologically related	First you cut the chicken. Then add ginger and soy sauce. Heat the oil and cook until done.	General "you" Sequence markers Imperative	Recipes Cooking terms
Identify meaning of signs/symbols	Chicken is $.99 a pound. A quart of milk costs $.51.		Food ads

B-II: HEALTH

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given visuals of people who need minor medical care, suggest action to be taken. **Identify illnesses and injuries.	A
Key 2.	Make a medical appointment giving name, telephone number, and nature of the problem.	E
Key 3.	Given an emergency situation, call the appropriate agency and give the nature of the emergency, name, address, and telephone number.	C
4.	Given medicine bottle labels, explain dosage and warnings.	F
5.	Given a simplified medical form, fill it out.	H

Suggested Resources

- English for Adult Competency I, Unit 3.
- Lifeskills 2, pp. 69-72, 75.
- Speaking of Survival, pp. 14, 20-29, 66-79.
- Side by Side: One, pp. 88-91, 180.
- A Conversation Book: One, pp. 137, 140-141.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Express/inquire about pain	What's wrong. What's the matter with him? He has the flu. I don't feel well. I had a fever and a bad cough.	Verbs: simple present, simple past Conjunction: and	Illnesses Symptoms
Advise someone to do something	Take 2 aspirin, then go to bed. You should call the doctor.	Imperative Modal: should	Remedies
Express/inquire about needs	I need an ambulance. My son is unconscious. I need to see the doctor. I'd like to make an appointment.	Would like Verb to + verb	Emergency situations Telphone etiquette--appointments
Report information chronologically related	I've been sick for five days. How long has she had this fever? Since Friday. Have you ever had _____?	Verbs: present perfect Adverbials of time: for/since	Medical forms
Express/inquire about obligation	Don't drive when you take this. You must finish this medicine.	Imperative Modal: must	Medicine bottles
Report descriptive information about location	Send an ambulance to _____. There's been an accident at the corner of _____.	Preposition of place	Emergency situations

B-II: MONEY/BANKING

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a bill and a personal check, write the check for the amount due.	C
	**Write amounts in words and numerals.	
Key 2.	Given incorrect change from $20.00, identify error and request the correct change.	B
3.	Given a paycheck, verify that it is made out correctly and endorse it.	C
4.	Identify common banking items.	D
5.	Explain differences between checking and savings accounts.	D

Suggested Resources

- English for Adult Competency I, Unit 8.
- A Conversation Book: One, p. 128.
- Lifeskills 1, pp. 69-72.
- Lifeskills 2, pp. 12-17.
- Speaking of Survival, pp. 110-111.
- English That Works 1, Unit 5.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Correct an error	Excuse me. You didn't give me enough change. I think you owe me $2.00. I gave you a twenty, but you gave me change for a ten.	Sequence of tenses Enough + noun Conjunction: but	
Express a logical conclusion	I worked 30 hours, so I should get $95.00. There must be a mistake. I should get more money.	So + clause Modals: must, should	Pay checks
Ask/answer requests for information	Do you have a savings account or a checking account? If you have a checking account you can write checks. You get interest if you have a savings account. How do you withdraw money from a savings account?	Conjunction: or Conditional clauses: real present General "you"	Banking terms

B-II: FINDING A JOB

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given want ads from level texts, ask and answer questions about the jobs advertised.	D
Key 2.	Given a local job opening, fill out a simplified application for that job.	C
3.	Identify skills and experience which relate to local job opportunities.	E
4.	Call to set up an interview appointment.	E
5.	Suggest where to look for jobs.	B

Suggested Resources

- English for Adult Competency I, Unit 7.
- English That Works 1, Units 2, 3.
- Notion by Notion, Unit 4.
- A Conversation Book: One, pp. 121-122.
- GrammarWork 1, pp. 88-91.
- Lifeskills 2, pp. 30-34.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

11

LANGUAGE

B-II: FINDING A JOB

Function	Example	Structure	Related Items
Ask/answer requests information	What jobs have you had? Do you have any experience? What did you do in _____? Where did you work? I've been a busboy for _____. I was a mechanic.	Be: present, past Verbs: simple present, simple past, present perfect	Work experience Application form
Express/inquire about capability	What skills do you have? What can you do? I can measure, cut, and sew. I can't type, but I can file. I can be a clerk. I can apply for a sewing job.	Modal: can Conjunctions: and, but	Job skills and local job opportunities
Make a request	I'd like to speak to Mr. Cooper. I'd like to make an appointment for an interview.	Would like to	Telephone etiquette
Expand abbreviated messages	What does e-x-p mean? It means experience. Is it full-time or part-time? Do you need a car? It says you need a car.	X means y Yes/no questions Conjunction: or Reported speech	Want ads

B-II: HOUSING

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a housing ad from level text, ask and answer questions about the unit for rent, including the number and types of rooms, the price, and the utilities provided.	F
Key 2.	Given a visual of a house in disrepair, identify problems and call management to request repairs.	E
3.	Given visuals of different types of housing and rental conditions, select one and state reasons for choosing that one.	G
4.	Given a list of simplified housing regulations, explain them.	H
5.	Identify housing signs.	F

Suggested Resources

- English for Adult Competency I, Unit 5.
- Speaking of Survival, pp. 51-63.
- Side by Side: One, pp. 38-39, 194-195.
- Impact 1, Lesson 10.
- Notion by Notion, Unit 9.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

11

Function	Example	Structure	Related Items
Expand abbreviated messages	Plus util. means utilities are extra. This ad is for a two-bedroom apartment.	X means y	Housing ads
Ask/answer requests for information	When is the apartment available? Is it furnished or unfurnished? Are utilities included? You pay for gas, but not electricity.	Wh-questions Yes/no questions	Housing ads
Report descriptive information about condition	There's something wrong with my sink. There's a hole in the wall. There's no hot water. The faucet keeps dripping. The toilet keeps running.	There is Verb + verb-ing	Household repairs
Identify self	Hello. This is _____ in Apartment 7. This is _____ at 55 North Eighth Road.		Telephone etiquette
Express preferences	I'd rather live in a house. I have two children so I prefer the larger apartment. I prefer to live in the newer building.	Would rather Comparative So + clause	
Express/inquire about obligation	Are pets allowed? No. You cannot have pets. You must pay rent on the first.	Modals: can, must, have to	Housing regulations

B-II: CLOTHING/CONSUMERISM

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Describe a lost child or robber, including clothing and distinguishing characteristics.	A
Key 2.	Given a list of clothing items for family members and a cross-section visual of a department store, ask and answer questions about location of items.	E
3.	Given clothing care labels, ask and answer questions about care instructions on labels.	F
4.	In a store simulation, return or exchange merchandise.	G

Suggested Resources

- English for Adult Competency I, Unit 6.
- A Conversation Book: One, pp. 88-89.
- GrammarWork 1, pp. 25, 30-31.
- Lifeskills 1, p. 21.
- Notion by Notion, Unit 17.
- Lifelines 1, Lesson 11.
- English for a Changing World: Cue Book 2, Chart 4.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

12

LANGUAGE

B-II: CLOTHING/CONSUMERISM

Function	Example	Structure	Related Items
Report descriptive information about color/size	She is (was) wearing a red plaid skirt. He had dark glasses. These are blue. Do you have another color? They were too small.	Verbs: present continuous, past continuous, simple past Very, too, enough Demonstrative pronouns	Articles of clothing Colors/patterns, sizes
Report descriptive information about location	Where can I find a dress for my wife? The women's department is on the second floor. It's next to shoes.	Prepositions of place	Department store Floor plan
Advise someone to do something	You should wash this sweater in cold water. You shouldn't iron it. If I were you, I wouldn't dry clean it. I'd wash it by hand.	Modal: should Conditional clauses: unreal present	Clothing care labels
Request assistance	Can you help me? Could you exchange this for me, please? Could you find me a medium?	Modal: can, could	Polite language

12

B-II: TRANSPORTATION

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a bus schedule for a local route, ask and answer questions about arrival and departure times and length of trip.	E
Key 2.	Given a simplified map, give directions between two points.	B
Key 3.	Given visuals of traffic signs, explain their meanings.	D
4.	Given a local map, find a location specified by the teacher.	B

Suggested Resources

- English for Adult Competency I, Unit 4.
- Side by Side: One, pp. 144-148.
- English That Works 1, Unit 4.
- Lifeskills 2, pp. 86-87, 96-98.
- Impact 2, pp. 118-119.
- GrammarWork 1, p. 80.
- GrammarWork 2, p. 59

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

Function	Example	Structure	Related Items
Ask/answer requests for information	Which bus goes to Rosslyn? What time does it leave? What time does it arrive? It leaves at 10:00 and arrives at 10:23.	Wh-questions Conjunction: and	Bus schedules
Report information chronologically related	If you leave at 6:05, you'll arrive at 6:45. How long does it take? It takes 40 minutes.	Conditional clauses: real present Modal: will Wh-questions: how long	Bus schedules
Give directions	Take Route 50 to Park Drive. Turn right on 17th Street. Go straight two blocks and turn left.	Imperative	Map
Ask/answer requests for clarification	Did you say right or left? Where do I turn? When does the bus leave?	Wh-questions Yes/no questions	Rising intonation
Report descriptive information about location	It's on the corner of 17th and Q. It's across from the bank.	Prepositions of place	
Give warnings	Don't turn. It's a one-way street. Slow down. There's a school near here.	Imperative	Traffic signs

B-II: ON THE JOB

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a work situation, follow multiple-step instructions to complete a job task.	A
	**Confirm understanding by repeating instructions.	
Key 2.	Call employer to inform about expected lateness or absence.	E
Key 3.	Given a work schedule, fill out and sign a time sheet.	D
4.	Given a task which requires assistance, request help from a co-worker.	C
5.	Given a pay stub, identify gross and net pay.	F

Suggested Resources

- Speaking Up at Work, Unit 1, Sections 2, 3.
- Speaking Up at Work, Unit 2, Sections 1, 3.
- Speaking Up at Work, Unit 3, Section 2.
- English That Works 1, Unit 5.
- The Work Series, Payroll Deductions and Company Benefits.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

LANGUAGE

B-II: ON THE JOB

Function	Example	Structure	Related Items
Request assistance	Could you help me? Would you lend me a hand? I need some help.	Modals: could, would	
Apologize	I'm sorry. I'm going to be late. I'm sorry. I can't come to work on Friday.	Verbs: going to Modals: cannot	Telephone etiquette
Report information causally related	My son's very sick. I have to take him to the doctor. I can't come in today because I was sick all night. I don't feel well, so I'd like to stay home.	Because + clause So + clause	
Ask/answer requests for clarification	What do I do first? I put in the soap and then turn on the water? Did you say 100 napkins? You want me to make coffee? Right?	Wh-questions Yes/no questions Adverbials of sequence	Job tasks Rising intonation

13

B-II: COMMUNITY SERVICES

PERFORMANCE OBJECTIVES

Students will be evaluated on their ability to perform these tasks using the language outlined on the following page.

		Competencies
Key 1.	Given a bill, purchase and complete a money order.	C
Key 2.	Given a new address, complete a change of address form.	C
3.	Inquire about prices and procedures for insuring packages, and for registering (certifying) letters.	B
4.	Complete forms for mailing a package outside the United States.	C
5.	Apply for a library card by presenting necessary identification and completing the application.	D

Suggested Resources

- English for Adult Competency I, Unit 8.
- A Conversation Book: Two, p. 80.
- Lifeskills 2, p. 42.
- Lifelines 1, Lesson 6.

Remember to Address

--Reading and Writing Enabling Skills
--Cross-Cultural Questions
--Pronunciation

13

LANGUAGE

B-II: COMMUNITY SERVICES

Function	Example	Structure	Related Items
Ask/answer how to do something	How do I insure this package? I'm moving, what do I have to do? How can I get a library card?	Wh-questions	Postal forms
Make a request	May I have a change of address card? May I have a library card application?	Modal: may	
Express/inquire about needs/wants/ intentions	I want to send this registered mail. I want to insure this package. What forms do I need to fill out if I'm mailing this to Thailand?	Verb to + verb Conditional clauses: real present	Postal procedures
Ask/answer requests for information	How much will it cost to insure this package? How long will it take to get there? What should I do if it doesn't get there?	Modal: will, should Conditional clauses: real present	

Revised B-3 and B-4 Curricula

The B-3 and B-4 curricula were revised in 1987 to reflect the changing needs of the student population. More students who had been in the U.S. for longer periods of time (5-10 years) entered the program as classes were opened up to tuition students and amnesty students. Their basic survival needs for finding food, clothing, shelter, and a job were already met. These students expressed an interest in improving their language skills and cultural knowledge in order to upgrade their living and job situations. A needs assessment indicated their desire to improve social interactions both on and off the job. A functional approach to curriculum design offered a means to help them reach their goals.

Organization

Language functions remain the basis of the B-3 and B-4 curricula. They are organized around content areas (e.g. Getting to know each other, Sharing ideas and Telling) that determine the vocabulary (notions), pronunciation points, and cultural knowledge upon which to focus instruction.

Language Page

Functions. Functions are the focus of language practice. They are the units of communication that identify the outcome or purpose of an utterance. They depend on the context of the communicative act.

Context. The context describes the situations in which the functions are to be applied.

Materials. Suggestions for materials are listed in this column.

Language. This column gives examples, both formal and informal that represent how those functions may be expressed. They exemplify the complexity of language expected at that particular level (B-3 or B-4).

Structure. This column identifies the grammatical forms which are appropriate for the expression of the language function at that level. When no structure is listed, the example is to be viewed as an idiomatic expression and taught accordingly.

Cultural Points (B-4)

This page focuses the teacher's attention on cultural rules that may influence the use of a specific function. These rules can serve as springboards for classroom discussion on cross-cultural issues.

Using the Curriculum

Lesson Planning

Before beginning a unit, look over the language, cultural information, and suggested materials. Decide what functions may be combined to form communicative situations for instructional focus. Consider the emphasis you will place on each function and the order in which you will present them.

Once you have a broad plan in mind, you can begin to plan your lessons in detail. You might proceed as follows:

(1) Select an activity to introduce the functions in context. This may be a listening exercise, a short reading passage or dialog, or a video presentation.

(2) Plan to discuss the situation by eliciting who, what where, why (purpose: language function). Elicit the dialog itself.

(3) Select the vocabulary, grammatical structures, and pronunciation points to be practiced in depth. Consult the suggested resources for appropriate practice exercises.

(4) Consider the particular needs of your students in selecting cultural points to be addressed.

(5) Choose activities that move from structured practice (drills) to communicative activities (role play, information gap, simulation).

(6) Select application activities, for real use, inside or outside the classroom, that give the students an opportunity to personalize the language being taught. Go beyond the context of the lesson presentation, if appropriate, to maximize possibilities for language use.

(7) Determine which activity (from 5 or 6) will enable you to evaluate student performance of the language functions for the unit.

Evaluation

Evaluation remains an integral part of the revised B-3 and B-4 curricula. Language functions may be evaluated using the same type of activities that are used to evaluate tasks in a competency-based system of instruction. We evaluate student ability to use functions and structures in the contextual situations in which they have been taught. We also consider the quality of a student's performance by judging its acceptability by native speakers (see SPL'S).

Please read the evaluation section pp 6 and 7 and the evaluation criteria pp 8 and 9.

B III

B-III STUDENT PERFORMANCE LEVEL EXIT CHARACTERISTICS (SPL VI)

Following is a description of the exit level performance for this instructional level. It should be used as a guideline for evaluating successful use of language in completing a task. At the end of the instructional cycle, the teacher should carefully read the description before deciding to promote or retain a student. If a student's language ability fits the description, the student will be ready for the next instructional level.

General Language Ability	Listening Comprehension	Oral Communication	Reading	Writing
Can satisfy most survival needs and limited social demands. Can handle jobs and job training that involve following simple oral and written instructions and diagrams. A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.	Understands conversations containing some unfamiliar vocabulary on many everyday subjects, with a need for repetition, rewording or slower speech. Has some ability to understand without face-to-face contact (e.g., on the telephone, TV).	Functions independently in most survival situa- but needs some help. Relies less on learned phrases; speaks with creativity, but with hesitation. Communicates on the phone on familiar subjects, but with some difficulty. Participates with some confidence in social situations when addressed directly. Can sometimes clarify general meaning by rewording. Control of basic grammar evident, but inconsistent; may attempt to use more difficult grammar but with almost no control.	Reads and understands simplified materials on familiar subjects. May attempt to read some non-simplified materials (e.g., a notice from gas company), but needs a great deal of assistance.	Performs basic writing tasks in a familiar context, including short personal notes and letters (e.g., to a teacher or landlord). Makes some errors; may need assistance.

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PROGRESS REPORT

Name _____ Teacher _____ Level B-III

Check means student can do the task.
Language Skills: 1 Needs improvement
2 Satisfactory
3 Good

==========

Time Block: I

Getting to Know People

1. Exchange Greetings ____
2. Initiate a Conversation ____
3. Compliment Someone ____

Using the Telephone

1. Take/leave a message ____
2. Request information ____
3. Request assistance/favor ____

Getting Things Done at Home

1. Describe a problem ____
2. Request house repairs ____
3. Request help with a chore ____
4. Offer to help with a chore ____
5. Complain about mistakes/ annoyances

Language Skills

Pronunciation _____
Listening _____
Grammar _____
Vocabulary _____
Reading _____
Writing _____

Signature: _____ Date: _____

PROGRESS REPORT

Name _____ Teacher Level B-III

Check means student can do the task.
Language Skills: 1 Needs improvement
2 Satisfactory
3 Good

==========

Time Block: II

Language Skills

Pronunciation _____
Listening _____
Grammar _____
Reading _____
Writing _____

Sharing Ideas and Feelings

1. Express opinions about an issue/object ____
2. Express agreement/ disagreement ____
3. Express likes/dislikes ____
4. Express approval/ disapproval ____

Getting Things Done - On the Job

1. Request help from co-workers ____
2. Offer to help a co-worker ____
3. Request permission from a supervisor ____
4. Apologize for absence/ tardiness ____
5. Respond to corrections/ praise ____
6. Request approval ____

Getting Around Town

1. Describe location using landmarks and proximity ____
2. Direct someone to a given location ____
3. Request/Grant permission about rules and regulations ____

Signature: _____ Date: _____

Level B 3
Unit I: GETTING TO KNOW PEOPLE

Functions	Context	Materials	Language	Structure
Greeting others	new neighbors friends	Expressways 2B, p 98 Lifelines 3, pp 2, 3, 4	Oh, hello. Hi. How are you doing? What's new with you? My son just got married	 Past tense
Introducing self and others	new neighbors	Expressways 2B, p 98	Let me introduce myself.	
	at school	Expressways 2B,p 146	Hello. I'm___	
Initiating a conversation	asking about weekend	Expressways 2B, p 176	How was your weekend? Did you do anything special? I saw a movie	 Past tense
	talking about TV	Expressways 2B, p 177	Did you see___ last night?	
	at a party	Expressways 3A, pp 16, 17	Tell me about yourself.	
	meeting old friends	Lifelines 3, pp 2,3	What's new with you?	
Complimenting others	various situations	Expressways 2B, pp 174-175	I like your___. How do you like my___? I think it's____.	

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Level B 3

Unit II: USING THE TELEPHONE

Functions	Context	Materials	Language	Structure
Leaving/taking messages	at work	Expressways 2B, p 124	May I speak to___? Can I take a message? I'm calling to tell him his car is ready.	Modals: may/can
			I'm calling to ask her where she left the keys.	Embedded questions
		Lifelines 3, pp 77, 79	Please tell her I'll be late because___.	Clauses with because
	at home	Lifelines 3, pp 80 - 82	Could you please tell her I won't be able to__because I have have to___?	Modal: have to
	answering machines	Expressways 2B, p 125	I'm calling to tell/ ask___.	
Requesting Information	reservations	Expressways 2B, p 120	I'd like to know if___. I'd like to reserve two seats	Embedded statements/ questions
	classes/ registration	Lifelines 3, pp 58, 59	When does the course begin? How long does it run?	WH-questions

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Level B 3
Unit II: Using the Telephone, continued

Functions	Context	Materials	Language	Structure
Requesting goods and services	house repairs	Expressways 2B, p 104	Can/Could you tell me if you repair air conditioners?	Embedded questions
(Describing the problem-see Unit III)			Water is leaking on the floor.	
Requesting assistance	talking to an operator	Expressways 2B, p 121	I'd like to make this a person-to-person call.	
	using the telephone book	Telephone book		

Level B 3
Unit III: Getting things done - At home

Functions	Context	Materials	Language	Structure
Describing a problem	home repairs	Expressways 2B, p103	What's wrong with it? There's no heat coming out of it. The picture moves up and down.	present tense
	returning items	Expressways 2B, p162-163	What's the problem? It leaks	present tense
Requesting/ offering assistance	house repairs	Expressways 2B, p104	Could you tell me if ____?	
	household chores	p 101	Can I help you____?	
	favors/borrowing	p 102	Can I ask you a favor? Could you possibly___?	
Requesting/giving advice or suggestions	house repairs	p 103	Maybe you should____. How about____? I think you should__.	Modal: should
Expressing gratitude/ appreciation	household chores	p 101	Thanks. I appreciate it.	
	favors/borrowing	p 102		
Remembering/ forgetting	paying bills	p 131-132	Did you remember to pay the electric bill? I forgot to tell you. I completely forgot.	
	(check writing)	(Lifelines 3, Chap 4)		

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Level B 3
Unit III: Getting things done - At home, continued

Functions	Context	Materials	Language	Sructure
Complaining	mistakes on bills	Expressways 2B, p 133	I thinks there's a mistake on my bill.	
			I think I've been overcharged.	present perfect
	household annoyances	pp 164-166	Could I possibly ask you to turn down your stereo?	
			I'm calling to find out why you haven't _____ yet?	present perfect

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Level B 3

Unit IV: Sharing Ideas and Feelings

Functions	Context	Materials	Language	Structure
Expressing opinions	making a purchase	On Your Way, Book 2 Unit 8, p 64	This car is better because it's more efficient and cheaper.	adjectives comparative
	writing a letter of complaint	On Your Way, Book 2 Page 81	In my opinion, service is slow	adjectives and adverbs
Agreeing/ Disagreeing	work performance/ work conditions	Expressways 2B, p 172-173	I agree I disagree That's just what I was thinking.	
	in social situations	Expressways 2B, pp 188-189	Wouldn't you agree? Don't you think so? What makes you say that?	
Expressing likes	clothing	Expressways 2B, pp 174-175	I like your ___. It's very____. How do you like my___?	
Expressing preference	returning items/ household complaints	Expressways 2B, pp 162, 166 (review)	I'd prefer to___ I'd rather not___	
Expressing satisfaction/ dissatisfaction	talking about the weekend	Expressways 2B, p 176		
Expressing approval/ disapproval				

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Level B 3
Unit V: Getting things done - On the job

Functions	Context	Materials	Language	Structure
Requesting/ Offering to do something	helping a co-worker	Expressways 2B, p108	Would you like me to ____?	
Requesting/ Offering assistance	co-worker	p 109	Do you want any help? I'd be happy to give you a hand.	
Requesting permission	modifying schedule	pp 114-115	Could I possibly leave early today? Is it all right if I go home early today?	
Apologizing	absence/lateness	p 113	I apologize for being late. My car broke down.	past tense
Correcting/ Responding to corrections	co-workers/boss	pp 152-153	You aren't entering the data the right way. I don't think you're using the machine quite right. I didn't know that. I wasn't aware of that. Thanks for telling me.	
	dealing with customers	p 154	Excuse me, but that isn't exactly right.	

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Level B 3
Unit V: Getting things done - On the job, continued

Functions	Context	Materials	Language	Structure
Asking for approval	from supervisor	Expressways 2B, p 151	Do you approve of the way I assembled the machine?	Past tense

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Level B 3
Unit VI: Getting Around Town

Functions	Context	Materials	Language	Structure
Requesting information	calling for bus information	English for Adult Competency, Book 2 p 79	Can you tell me___? What time? How much?	Embedded questions Wh-questions
Describing location	neighborhood places	Expressways 2B, p99	Could you possibly tell me____?	Embedded questions
Asking for/giving directions	in the neighborhood	Expressways 2B, p99	There's a laundry two blocks down	
	one town to another	Lifelines 3, chapter 5	Take 395 South 4 miles to 95 South	imperative
	within the city	chapter 6	It's 2 blocks up on the right.	
Asking for/ granting permission	rules and regulations	Expressways 2B, pp 140, 141	Is parking permitted? Are you allowed to___? I don't think you're allowed to___.	
Expressing approval/ disapproval	traffic regulations	Expressways 2B, p 143	You shouldn't have passed that car.	shouldn't have

B IV

Revised B-3 and B-4 Curricula

The B-3 and B-4 curricula were revised in 1987 to reflect the changing needs of the student population. More students who had been in the U.S. for longer periods of time (5-10 years) entered the program as classes were opened up to tuition students and amnesty students. Their basic survival needs for finding food, clothing, shelter, and a job were already met. These students expressed an interest in improving their language skills and cultural knowledge in order to upgrade their living and job situations. A needs assessment indicated their desire to improve social interactions both on and off the job. A functional approach to curriculum design offered a means to help them reach their goals.

Organization

Language functions remain the basis of the B-3 and B-4 curricula. They are organized around content areas (e.g. Getting to know each other, Sharing ideas and Telling) that determine the vocabulary (notions), pronunciation points, and cultural knowledge upon which to focus instruction.

Language Page

Functions. Functions are the focus of language practice. They are the units of communication that identify the outcome or purpose of an utterance. They depend on the context of the communicative act.

Context. The context describes the situations in which the functions are to be applied.

Materials. Suggestions for materials are listed in this column.

Language. This column gives examples, both formal and informal that represent how those functions may be expressed. They exemplify the complexity of language expected at that particular level (B-3 or B-4).

Structure. This column identifies the grammatical forms which are appropriate for the expression of the language function at that level. When no structure is listed, the example is to be viewed as an idiomatic expression and taught accordingly.

Cultural Points (B-4)

This page focuses the teacher's attention on cultural rules that may influence the use of a specific function. These rules can serve as springboards for classroom discussion on cross-cultural issues.

Using the Curriculum

Lesson Planning

Before beginning a unit, look over the language, cultural information, and suggested materials. Decide what functions may be combined to form communicative situations for instructional focus. Consider the emphasis you will place on each function and the order in which you will present them.

Once you have a broad plan in mind, you can begin to plan your lessons in detail. You might proceed as follows:

(1) Select an activity to introduce the functions in context. This may be a listening exercise, a short reading passage or dialog, or a video presentation.

(2) Plan to discuss the situation by eliciting who, what where, why (purpose: language function). Elicit the dialog itself.

(3) Select the vocabulary, grammatical structures, and pronunciation points to be practiced in depth. Consult the suggested resources for appropriate practice exercises.

(4) Consider the particular needs of your students in selecting cultural points to be addressed.

(5) Choose activities that move from structured practice (drills) to communicative activities (role play, information gap, simulation).

(6) Select application activities, for real use, inside or outside the classroom, that give the students an opportunity to personalize the language being taught. Go beyond the context of the lesson presentation, if appropriate, to maximize possibilities for language use.

(7) Determine which activity (from 5 or 6) will enable you to evaluate student performance of the language functions for the unit.

Evaluation

Evaluation remains an integral part of the revised B-3 and B-4 curricula. Language functions may be evaluated using the same type of activities that are used to evaluate tasks in a competency-based system of instruction. We evaluate student ability to use functions and structures in the contextual situations in which they have been taught. We also consider the quality of a student's performance by judging its acceptability by native speakers (see SPL'S).

Please read the evaluation section pp 6 and 7 and the evaluation criteria pp 8 and 9.

B-IV STUDENT PERFORMANCE LEVEL EXIT CHARACTERISTICS (SPL VII)

Following is a description of the exit level performance for this instructional level. It should be used as a guideline for evaluating successful use of language in completing a task. At the end of the instructional cycle, the teacher should carefully read the description before deciding to promote or retain a student. If a student's language ability fits the description, the student will be ready for the next instructional level.

General Language Ability	Listening Comprehension	Oral Communication	Reading	Writing
Can satisfy survival needs and routine social and work demands. Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations. A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.	Understands conversations on most everyday subjects at normal speed when addressed directly; may need repetition, rewording, or slower speech. Understands routine work-related conversations. Increasing ability to understand without face-to-face contact (telephone, TV, radio). Has difficulty following conversation between native speakers.	Functions independently in survival and many social and work situations, but may need help occasionally. Communicates on the phone on familiar subjects. Expands on basic ideas in conversation, but still speaks with hesitation while searching for appropriate vocabulary and grammar. Clarifies general meaning easily, and can sometimes convey exact meaning. Controls basic grammar, but not more difficult grammar.	Reads and partially understands some non-simplified materials on everyday subjects; needs assistance.	Performs routine writing tasks within a familiar context. Makes some errors; may need assistance.

PROGRESS REPORT

TIME BLOCK I

Student Name _____ Teacher Name _____ BIV Level

COMMUNICATION OBJECTIVES

GETTING TO KNOW EACH OTHER

1. Making introductions _____
2. Initial conversations: Exchanging personal information _____
3. Describing:
   - -Country location _____
   - -Climate _____
   - -People _____
4. Describing personal experiences _____
5. Greetings & small talk _____
6. Making & responding to invitations _____

SHARING IDEAS AND FEELINGS

1. Expressing surprise _____
2. Expressing sympathy _____
3. Expressing worry & reassurance _____
4. Apologizing/forgiving _____
5. Expressing wishes _____
6. Asking for/giving opinions _____
7. Agreeing/disagreeing _____
8. Suggesting _____
9. Expresssing preference _____

HANDLING PROBLEMS I

1. Complaining _____
2. Threatening _____
3. Reporting an accident/ crime _____

Comments:

Signature _____ Date _____

LANGUAGE SKILLS

Key: 1. Needs improvement
2. Appropriate for level
3. Above level

LISTENING	1	2	3
1. Listening for general idea			
2. Listening for details			

SPEAKING			
1. Fluency			
2. Vocabulary			
3. Pronunciation			
4. Grammar			

READING			
1. Overall			
2. Identifying main idea			
3. Making interferences			
4. Guessing meaning from context			

WRITING			
1. Overall			
2. Organization			
3. Fluency			
4. Spelling			
5. Vocabulary			
6. Grammar			
7. Handwriting			

PROGRESS REPORT

TIME BLOCK II

Student Name

Teacher Name

Level

COMMUNICATION OBJECTIVES

HANDLING PROBLEMS 2

1. Describing problems
2. Getting/giving advice
3. Calling a hotline

GETTING AHEAD

1. Getting information about schools
2. Asking/answering questions in a job interview
3. Filling out job application
4. Writing a resume
5. Making suggestions at work
6. Asking for a raise/ promotion
7. Talking about future plans

WORKING TOGETHER

1. Giving/receiving instructions
2. Correcting
3. Warning
4. Offering help
5. Expressing gratitude

Comments:

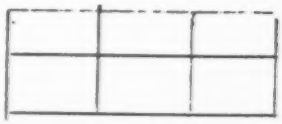
Signature Date

LANGUAGE SKILLS

KEY: 1. Needs improvement
2. Appropriate for level
3. Above level

LISTENING 1 2 3

1. Listening for general idea
2. Listening for details



SPEAKING

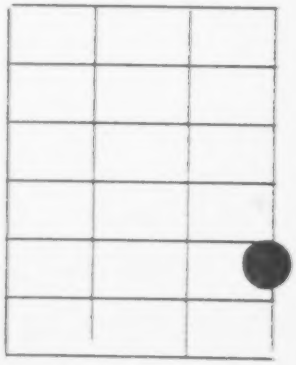
1. Fluency
2. Vocabulary
3. Pronunciation
4. Grammar

READING

1. Overall
2. Identifying main idea
3. Making inferences
4. Guessing meaning from context

WRITING

1. Overall
2. Organization
3. Fluency
4. Spelling
5. Vocabulary
6. Grammar
7. Handwriting



Level 4

Unit I: GETTING TO KNOW EACH OTHER

Functions	Context	Materials	Sample Language	Structure
Introducing (3)	self to friend friend classmate supervisor	Expressways 3A pp 2,3,4 Fitting In Chap.1	I'd like to introduce myself. I don't think we've met. (3) Let me introduce myself. (3) Hi. I'm___(3) I'd like to introduce my friend___. This is___.	
Asking for/Giving personal information	Initial conversation with a new acquaintance	Fitting In Chap.1 Expressways 3A p 17	What do you do? Are you interested in___? Are you enjoying___?	Simple Present Tense Side By Side pp 3, 5 Grammar Exercises I Chap. 22, 24
Describing location and/or Describing climate and/or Describing people	Describe location of native country and/or Describe climate of native country and/or Describe family	Improving Aural Comprehension (T) pp 106, 117, 119 Notion By Notion Chap. 13 Listen For It (T) Unit 14 Expressways 3A p 15	It's south of ___. It's to the north of ___. It borders on ___. What's the weather like in summer? It's usually___. What's she like? She's very intelligent.	
Giving chrono-logical information Describing past experiences	Tell about trip to the U.S. and/or Tell about first day in U.S.	Expressways 3A pp 26, 27 Students'experiences	The trip lasted___. I arrived in___on___. Then___. Next___. Later___. I felt___. I was___.	Simple Past Side By Side 2 pp 9 - 11 Grammar Exercises Chap. 23, 27

Key: (3) introduced in level 3
(T) tape available

Level 4
Unit I: (con't)

Functions	Context	Materials	Sample Language	Structure
Greeting (3) Inquiring after someone (3) Leavetaking (3)	Meeting someone accidentaly Making small talk	Fitting In Chap.2 Listen For It (T) lesson 1 (talking) about a new job) Expressways 3A pp 12, 13 Lifelines 4 Unit 1	How have you been? How are you doing?(3) How are things? How's it going? Are you still___? Have you seen___? Have you been___? I'll let you go now. I should be going. I've got to go.	Present Perfect Tense Side By Side 2 Units 4, 5
Inviting/ Accepting/ Declining	Inviting a friend/ acquaintance Asking for a date	Fitting In Chap.3 Expressways 3B p 101 Listen For It (T) Unit 5 Expressways 3B pp 98, 99	Would you like to___. Would you be interested in __ing. How about ___ing. I'd like that very much. I'd love to. Sure that sounds great. Thanks for asking but I'm afraid I can't & explanation. I'd love to but & explanation.	Would like to & infinitive Be interested in How about___ & gerund

Cultural Points For Discussion - Unit I

Introductions	Situations in which Americas expect to be introduced/compare with native country. Situations in which Americans expect you to introduce yourself/ in native country. Appropriate gestures in U.S.; e.g. shaking hands - with whom, how long/ in native country.
Initial Conversations	Appropriate topics and questions - in their country/according to American costums. Ways of politely refusing to answer questions in a social situation if the questions seems too personal or is about a topic you don't want to discuss.
First Day in U.S.	Students expectations of the U.S. before arrival' their first impressions here.
Greetings	Compare non-verbal behavior of Americans and people in the students' countries; e.g., gestures, touching or not touching when greeting or talking to people, the distance people normally keep between themselves and others in a face to face conversation.
Invitations	The need to give reasons for refusing an invitation; which reasons would be considered acceptable.

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Level 4
Unit II: SHARING IDEAS AND FEELINGS

Functions	Context	Materials	Sample Language	Structure
Expressing Surprise	In response to unexpected news	Expressways 3A pp 24/25 Side By Side 2 pp 176-178	I'm really surprised. I can't believe it. You've got to be kidding! School isn't really going to close, is it?	Tag Questions Side By Side 2 pp 174/175
Expressing Sympathy	For misfortune For death of friend or relative	Expressways 3A, pp 11-13 Fitting In Chap.4	I was sorry to hear that your uncle died. I'm sorry to hear that. That's too bad.	
Expressing worry/ reassurance	worrying that something has gone wrong	Expressways 3B p 153	I'm getting a little worried about____. I wouldn't be concerned. Don't worry. He must have____. He might have____. He could have____.	Perfect Modals Side By Side 2 Unit 14
Apologizing/ Forgiving	For forgetting and/or hurting someone's feelings and/or making a mistake at work	Lifelines 4 pp 10/11 May I Help You? (T) Chap. 3	Please excuse me for (not)____ing. I'd like to apologize for (not)___ing. I'm sorry about (not) ___ing. That's o.k. Don't worry about it.	

Level 4
Unit II: (con't)

Functions	Context	Materials	Sample Language	Structure
Expressing Wishes	Talking about one's situation and/or American life and customs	Side By Side 2 pp 146/147	I wish I___. I wish Americans (didn't)____. If I were rich, I'd _____.	Conditional - Present Unreal Wish Clauses Side By Side 2 pp 138/139
Asking for/ Giving Opinions (3)	Discussing current issues in the news	Expressways 3B pp 140/141 Fitting In Chap.10 Strategies in Listening (T) Unit 18 News For You	In my opinion_____. It seems to me that___. I think that___. What do you think? That's a good point.	
Agreeing/ Disagreeing			I agree(3) I'm afraid I disagree. On the other hand___ I disagree. (3)	
Suggesting/ Expressing Preference	Planning an activity	Expressways 3A, p 51 Notion By Notion pp 72/73	I suggest we___. Would you like to ___or___? How about ___ing? I'd prefer to. I'd rather (not)___. I really don't like ___ing.	Gerunds/ Infinitives Side By Side 2 Unit 7

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Cultural Points For Discussion - Unit II

Expressing Sympathy — Appropriate behavior when the relative of someone you know dies; e.g., sending cards, flowers, etc.

Apologizing — Situations in which Americans expect an apology: major problems such as forgetting a promise, small things such as bumping into someone in a crowd; when are "superiors" expected to apologize to those working

Level 4
Unit III: HANDLING PROBLEMS (1)

Functions	Context	Materials	Sample Language	Structure
Complaining (3) Insisting Threatening	Calling landlord about failure to correct a problem and/or Complaining about good/services in stores, restaurants, etc.	Lifelines 4 Unit 7 Strategies In Listening (T) pp 52/69 Coping in English(T) Units 14 & 17	I've called you 3 times already. We've had___ for 6 weeks. If you don't fix it by___, I'll_____. It's broken. It doesn't work.	Present Perfec (review) Future Conditional Unit 15
Giving Chrono-logical/causal information	Reporting an accident Reporting a crime	Lifelines 4 Units 12/13	I was___ing when_____. My stereo was stolen	Past Continuou Side By Side Unit 2 Passive Voice Side By Side Unit 11

Level 4

Unit III: HANDLING PROBLEMS (2)

Functions	Context	Materials	Sample Language	Structure
Describing personal or family problem	Discussion with friend	Expressways 3B pp 133/134 Fitting In Chap. 8 Notion By Notion pp 70/71	I'd advise you to___. Have you considered___ Why don't you___? You could___. should___.	Review modals should could must
Asking for/ giving advice Accepting/ Rejecting		Coping in English (T) Units 5 & 11	That's a good idea but___.	might ought to have to don't have to vs. must not had better Modern English p 94 ESL Grammar Workbook I pp 207, 219, 220
Requesting help	Calling a hotline Finding the numbers for hotlines and other community resources in our area.	Lifelines 4 Unit 8 Telephone Books	I need help/advice. I have a problem.	

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Cultural Points For Discussion - Unit III

Problems with Landlords	Tenants rights Places to call for help with unsafe housing conditions
Accidents	Rules to follow: e.g., don't leave the scene, exchange insurance information; the need to have insurance, etc.
Crime	Dealing with the police - your rights if questioned or arrested, cultural differences to be aware of' e.g., varying concepts of proper face to face distance between people. In a tense situation a police officer may perceive someone's attempt to get "too close" to him as the beginning of an attack when in fact the individual is simple trying to get "close enough" to talk to that policeman. Ways of protecting self and property. What to do if your car is stopped by a police officer' e.g., stay in the car, show registration and license, etc.
Hotlines	Availability of hotlines and other community resources to help people deal with personal or family problems.

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Level 4
Unit IV: GETTING AHEAD

Functions	Context	Materials	Sample Language	Structure
Asking for Information (3)	Getting information about educational opportunities in the area: ESL, GED, adult ed., community colleges etc. Using the phone book to find numbers for schools	Lifelines 4 Unit 11 Listening Tasks (T) Unit 10 School catalogues/ brochures	I'd like some information about ___ Can you tell me- What time - (3) How often - When - How much -	Indirect Questions Side By Side Unit 13
Asking for/Giving information Expressing ability/ inability	Job interview Filling out a job application writing a resume	Expressways 3B pp 108-109 Lifelines 4 Unit 14 ESL For Action Unit 2, lesson 3 Listen For It (T) Unit 16, ex. 2A Janus Job Interview Guide	I've had experience ___ing. I've been a___ for ____. I've been a____ since____. I left because Could you tell me when I would start?	For/Since with Present Perfect Side By Side Unit 5, indirect questions
Suggesting	Suggesting new procedure to supervisor/co-worker	ESL For Action p 171 Functions in English Unit 4	Do you think it might be a good idea to ___? Perhaps we could ___.	

Level 4
Unit IV: (con't)

Functions	Context	Materials	Sample Language	Structure
Requesting (3) Asking about possibility	Asking about raise/ promotion	Speaking Up At Work Unit 11, sect.2 Strategies In Listening (T) p 69 May I Help You (T) Unit 6	I wonder if I could talk to you about___. Could you tell me what I need to do to move up in the company.	
Expressing intention/hope	Discussing future plans	Expressways 3B p 151 Fitting In Chap. 8	I intend to____. I'm planning to___. I'm going to____. I'll probably___.	Future Tense Side By Side Unit 3

Cultural Points For Discussion - Unit IV

Educational Opportunities	American attitudes toward adult education - one is never too old to learn, people who go back to school are admired (in some cultures this is not the case, it often isn't even possible)
Job Interviews	Appropriate behavior in an interview, verbal and non-verbal What American employers look for Questions you have a legal right not to answer in the U.S.
Promotions	What impresses American bosses; when it is appropriate to ask about promotions (not after the first month), how to ask.

Level 4
Unit V: WORKING TOGETHER

Functions	Context	Materials	Sample Language	Structure
Instructing/ Indicating understanding Asking for clarification	Work/School Co-workers Supervisors Teachers Other students	Expressways 3A p 36 Fitting In p 188-189 May I Help You (T) pp 12 - 21 ESL For Action p 46 - 48 Strategies In Listening Unit 9	I'm not following you. I beg your pardon? Sorry? I understand. I see.	First Next Then After that Finally
Correcting/ Responding to corrections (3)	Work/School Co-workers Supervisors Teachers Other students	Expressways 3B p 144 Speaking Up At Work p 83	Excuse me but that isn't exactly right. I think you might be mistaken. This isn't right. Can you explain what's wrong. It is? What's the problem? What's wrong? Thanks for calling that to my attention. Thanks for telling me. (3)	

Level 4
Unit V: (con't)

Functions	Context	Materials	Language	Structure
Warning		Fitting In pp 115-119 Expressways 3B p 136	I wouldn't ___ if I were you. You'd better (not) ___. Be careful! Watch Out! Thanks for the warning.	Present Unreal Conditional Side By Side p 144
Offering help (3) Accepting/ Declining	Work/School "Co-workers" "Supervisors" "Other students" "Teachers"	Fitting In Chap 7 Expressways 3A pp 74-77	Is there anything I can do to help? Would you like me to help you ___? Want any help? If you wouldn't mind. Thanks. I'd appreciate it. Please. Sure.	Review as necessary
Expressing gratittude	For past help	Expressways 3A p 80/81 Fitting In Chap.5	I really appreciate it. Thank you for ____. Thanks a lot for____. It was my pleasure. Don't mention it. Any time.	

Cultural Points For Discussion - Unit V

Indicating Understanding	American non-verbal ways of indicating understanding; nods etc.
Offering Help	Knowing when to back off when someone indicates that he doesen't want help - how many times do you offer something in this culture; in their cultures is it polite to accept an offer right away or, at first to refuse.

APPENDICES

APPENDIX A

READING AND WRITING ENABLING SKILLS

Introduction

The purpose of this section is to point out "enabling skills" which are necessary for the development of the students' proficiency in reading and writing. These skills are not ends in themselves, but rather means which enable the student to perform the objectives in the curriculum which involve reading and writing. The development of these skills is essential for student progression because the degree of reading and writing proficiency required for each level's performance objectives assumes that the student has generally mastered the reading and writing enabling skills at the previous level.

Following is an overview of the reading and writing enabling skills to be developed throughout this track's instructional levels. On each performance objective sheet there is a reminder for teachers to consult the overview in order to determine which skills to develop during the topic. Given the needs of a particular class, we encourage teachers to modify our level recommendations wherever appropriate. We emphasize that all skills should be developed by the end of the instructional level in order for the student to progress to the next level. Developing these skills, then, should comprise a regular component of instruction.

Although we do not formally evaluate the students' mastery of the reading and writing skills as performance objectives, in A-III and the B-Track we do give the students global evaluations of their reading and writing at the end of every three-week time block in the space provided for this on their achievement plan.

B-TRACK READING ENABLING SKILLS

	B-I	B-II	B-III & B-IV
Symbols and Phonics	Identify numbers, punctuation, and symbols. Identify letters by name and sounds. Identify silent letters. Identify cursive letters. Find given words in a text. Pronounce (C)V(C) patterns.	Scan texts for given words. Pronounce (C)(C)V(C)(C) patterns. Identify a few pronunciation symbols.	Use dictionary pronunciation symbols.
Word Analysis and Vocabulary	Match words/phrases with pictures. Divide words into syllables. Recognize suffixes -s/-ed/-ing. Match antonyms.	Use Eng-Eng dictionary to confirm word meaning. Identify common affixes. Match synonyms. Deduce meaning of compound words.	Deduce word meanings from affixes and roots. Use an Eng-Eng dictionary to discover word meaning.
Use of Context	Find words in alphabetical listing. Use sentence context to deduce word meaning. Complete sentences with missing words. Use picture context to deduce word meaning.	Identify pronoun antecedents. Identify time and tense markers. Put missing words into paragraph. Use paragraph context to identify word meaning.	Given a word in context, select appropriate meaning from multiple meanings in dictionary. Distinguish main points from details. Scan text to answer questions.

A.2

B-TRACK WRITING ENABLING SKILLS

	B-I	B-II	B-III & B-IV
Handwriting and Notetaking	Print all numbers and letters. Copy words and sentences.	Take short messages and notes.	Take messages and notes.
Spelling, Punctuation, and Format	Arrange words alphabetically. Use capitalization. Write dictated numbers/letters. Spell with suffixes -s/-ed/-ing.	Use punctuation. Indent paragraphs. Date and sign notes. Use common affixes. Use an Eng-Eng dictionary to confirm spelling.	Proofread and correct errors. Position dates, greetings, margins, and signature in notes and letters. Separate paragraphs.
Sentence and Paragraph Development	Write dictated sentences. Unscramble words into sentences. Write phrases and sentences.	Order sentences chronologically. Separate information into paragraphs. Write short paragraphs.	Use prewriting and ordering techniques to write paragraphs. Write titles and topic sentences. Order sentences logically.

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APPENDIX B

CROSS-CULTURAL QUESTIONS

Introduction

The purpose of this section is to promote discussion, understanding, and appreciation of cultural similarities and differences. The section should be especially useful for those programs with no bilingual cultural orientation component. The question format is designed to encourage discussions which will reveal a variety of customs and beliefs in both the native cultures and the target American culture.

These cross-cultural questions can serve a number of purposes. First of all, their discussion should increase students' understanding of their own and American cultures. This understanding might ease students' adjustment to their new lives in the United States. Greater cross-cultural understanding is also likely to motivate and enhance language learning. Moreover, the potential for these questions to provide spontaneous conversational practice both in and out of the classroom should not be overlooked.

For the teacher's convenience, all questions in Part One are organized into topics which correspond to the topics in the curriculum. Part Two contains questions which do not correspond directly to curriculum topics but which are nonetheless germane to understanding cross-cultural issues and life in the United States.

The questions presented here can be used to introduce topics or as discussion starters during on-going topics of study. Teachers may select and adapt them as is appropriate for the needs and backgrounds of their students. It is expected that these questions will lead to other questions and further discussion. Discussion may take place among the class as a whole or in small groups. Students should give information about their own cultures and then talk about what they know of life in the United States. Teachers may facilitate or participate in the discussions--addressing the question from one or more American points of view.

PART ONE

Clothing and Consumerism

1. Where do people shop?
2. Do they bargain with merchants?
3. Can items be exchanged/returned?
4. How do people pay? cash? check? credit?
5. What is clothing like?
6. How do men's and women's dress differ?
7. What do children wear to school? at home?
8. Is there special dress for special occasions (weddings, funerals, etc.)?
9. Are there any rules about the clothes people wear?

Finding a Job

1. How do people get jobs?
2. Do they need any special papers to work?
3. How do people get trained for work?
4. Do people change jobs? Why?
5. When do people retire?

Community Services

1. What is the local government responsible for?
2. What happens when there is a fire?
3. What happens when there is an accident?
4. What is the postal service like?
5. Are there recreational or adult education services?
6. Are there public parks?
7. What kind of taxes do people pay?
8. Are there special services for people with little or no money?

Food

1. What do people eat?
2. How is food cooked?
3. Who cooks it?
4. How is food eaten (utensils)?
5. How many meals are eaten each day? When?
6. Where is food bought? Who buys it? How often?
7. Is there an equivalent to "fast food?"
8. Do people eat in restaurants?

Health

1. What do people do to stay healthy?
2. What do they do when they are sick?
3. How do they get medicine?
4. When do people see doctors?
5. Are there clinics/hospitals? What are they like?
6. Who pays for hospitalization?
7. Are there special programs for the physically/mentally handicapped?

Money and Banking

1. What is the money like (bills, coins, etc.)?
2. How do people earn money?
3. What do they do with their money?
4. Can people borrow money from banks? For what purposed?

Personal ID

1. How many names do people have?
2. Who gives them their names? When?
3. Do names have meanings?
4. Do names ever change? When?
5. What are the different ways people are addressed (titles, etc.)?
6. Are any "personal" days celebrated (birthday, etc.)?

Housing

1. What is housing like? Describe typical homes in urban/rural areas.
2. Do most people own or rent their homes?
3. How are homes furnished (furniture, appliances, etc.)?
4. How are they heated/cooled?
5. Who usually shares housing?

On the Job

1. Who works?
2. What are typical jobs?
3. Is there a minimum wage?
4. Are there benefits?
5. What is the boss/worker relationship?
6. What is a cause to be fired?

Telephone and Communication

1. Do most people have telephones?
2. How do they get one?
3. How do they pay for calls?
4. When do people write letters/send cards?

Transportation

1. How do people get around?
2. What distance is considered too far to walk?
3. Who owns cars?
4. What is traffic like? How do people drive?
5. What is bus service like?
6. Do people travel very much? For what reasons?

Time and Weather

1. What is the climate like?
2. Are there different seasons?
3. What kind of calendar is used?
4. How are days divided (morning, afternoon, etc.)?

PART TWO

Citizenship

1. What does it mean to be a citizen?
2. What are the responsibilities of citizenship?
3. How do people become citizens?
4. When do people sing the national anthem?
5. Are the colors/symbols on the flag significant?

Language

1. Is there an official language?
2. What other languages are spoken? By whom? When?
3. Are some languages more important than others?
4. Is there formal/informal language?

Education

1. What is the purpose of education?
2. Is education required? For whom?
3. What kinds of schools are there?
4. What is the student/teacher relationship like?
5. What is studied?
6. What kind of educational opportunities are there after high school?

Religion

1. What religions are there?
2. Is there an official/state religion?
3. How do people practice their religion?
4. How does religion affect people's day-to-day lives?

Social Life/Attitudes

1. How do people socialize?
2. Who do people socialize with?
3. Do they socialize during or after work/school?
4. Do people go on dates? At what age?
5. How do people meet their spouses?
6. Do unmarried people ever live together?
7. What do people think about homosexuals?
8. What do they think about single adults?

21

APPENDIX C

PRONUNCIATION

This pronunciation appendix includes eleven sections. Each section focuses on one particular pronunciation contrast and supplies a brief listing, by topic area, of topic-related minimal pairs.

Pronunciation is too often neglected, perhaps because it is a difficult activity to integrate smoothly into the rest of the class activities. The purpose of this resource is to provide a format for introducing pronunciation through vocabulary that is relevant to the topic being taught. The minimal pairs constitute topic-related vocabulary that can be introduced in an initial pronunciation lesson at the beginning of a topic (e.g., shoes/choose in Clothing/Consumerism), and which can be relevantly used later in the same topic after the pronunciation lesson itself is over. This allows teachers and students to maintain a pronunciation focus throughout a series of lessons that might otherwise be lost.

This section's lists of minimal pairs are not intended to be comprehensive. (Many extensive listings already exist.) It focuses only on those problems which have most impeded the intelligibility of our particular student population, primarily Indochinese, at the time this resource was made. Teachers with students from different language backgrounds might want to use this same format to focus on some pronunciation contrasts that are not listed here. Other aspects of pronunciation, such as stress and intonation (not addressed in this appendix), should, of course, also receive focus.

/iy/ /i/

Personal ID

lead/lid	leased/list
Jean/gin	lean/Lynn
green/grin	teen/tin
deed/did	keyed/kid
leave/live	keen/kin

Food

lead/lid	leak/lick
deal/dill	peel/pill
bean/bin	eat/it
meal/mill	feel/fill
lean/Lynn	seep/sip
beat/bit	meat/mitt

Health

leave/live	cheek/chick
feel/fill	sleep/slip
peel/pill	eel/ill
feast/fist	leap/lip
heel/hill	feet/fit
heap/hip	

Housing

bead/bid	leased/list
keyed/kid	leave/live
lead/lid	leak/lick
seep/sip	seat/sit

Transportation

greased/grist	leave/live
feel/fill	jeep/gyp

Clothing/Consumerism

bead/bid	each/itch
peak/pick	green/grin
sleep/slip	sneaker/snicker
neat/knit	steal/still

Employment

deed/did	leave/live
reach/rich	seek/sick
feel/fill	

Money and Services

greed/grid	reach/rich
deal/dill	steal/still
cheap/chip	jeep/gyp
sleep/slip	

Good Extras

seen/sin	sheep/ship
deep/dip	heed/hid
ease/is	we'll/will
	he's/his

C.2

/f/ /p/

Personal ID

pair/fair
peel/feel
pride/fried
wipe/wife
pup/puff

Food

pair/fair
pan/fan
peel/feel
sipped/sift
supper/suffer
lope/loaf
cup/cuff
pig/fig
pen/fin
pour/four
coffee/copy
beep/beef

Health

paint/faint
pat/fat
supper/suffer
cops/coughs
pups/puffs
cop/cough
limp/lymph
pup/puff

Housing

paint/faint

Transportation

packed/fact
passed/fast
plight/flight
shipped/shift
stripe/strife

Clothing/Consumerism

pad/fad
passion/fashion
pin/fin
pit/fit
cups/cuffs
cup/cuff

Employment

pail/fail
pays/phase
praise/phrase
shipped/shift
copy/coffee

Money and Services

pays/phase
cheap/chief

Good Extras

past/fast
leaped/leafed

C.3

21

/p/ /b/

Personal ID

pride/bride
pen/Ben
sopping/sobbing
slop/slob
sop/sob

Food

pack/back
pea/be
pie/buy
pig/big
played/blade
pound/bound
cop/cob
cup/cub
pan/ban
poured/board
pressed/breast

Health

pack/back
pore/bore
pox/box
palm/balm
pressed/breast
plead/bleed
pus/bus
rapid/rabid
staple/stable
nipple/nibble
lope/lobe
lap/lab
rip/rib

Housing

poured/board
prick/brick

Transportation

path/bath
pike/bike
pus/bus
rapid/rabid
rope/robe
cap/cab

Clothing/Consumerism

pair/bare
patch/hatch
pleat/bleat
rope/robe
cap/cab
rip/rib
slop/slob

Employment

pace/base
peg/beg
mop/mob

Money and Services

pay/bay
pie/buy
pond/bond
peg/beg
pill/bill
pet/bet

Good Extras

pad/bad
pest/best
pit/bit
ample/amble
simple/symbol
slap/slab

C.4

21

/l/ /r/

Personal ID

lap/rap
jelly/Jerry

Food

liver/river
lot/rot
glass/grass
fly/fry
coal/core
loot/root
fleas/freeze
belly/berry
stole/store
bill/beer

Health

lice/rice
fleas/freeze
list/wrist
lung/rung
glow/grow
liver/river
lip/rip
lump/rump
belly/berry

Housing

limb/rim
lamp/ramp
glass/grass
loom/room
leak/reek
lake/rake
files/fires
lock/rock
lug/rug
wall/war

Transportation

lace/race
lane/rain
lied/ride
load/road
long/wrong
fly/fry
lack/rack
late/rate
light/right
lock/rock
clash/crash
tile/tire

Clothing/Consumerism

lag/rag
lip/rip
clutch/crutch
leak/reek
loom/room
clash/crash

Employment

lied/ride
files/fires
filing/firing
bore/bowl

Money and Services

lack/rack
loot/root
bill/beer
late/rate
stole/store
poor/pole

Good Extras

law/raw
cloud/crows
collect/correct
climb/crime
hills/hears

C.5

22

/s/ /sh/

Personal ID

self/shelf
single/shingle
see/she
sigh/shy
Sue/shoe

Food

sack/shack
sealed/shield
self/shelf
sour/shower
bass/bash
sake/shake
seed/she'd
sip/ship
suit/shoot
mess/mesh

Health

save/shave
sin/shin
sore/shore
seat/sheet
sock/shock
sour/shower

Housing

sack/shack
seat/sheet
single/shingle
lease/leash
said/shed
seep/sheep
leased/leashed
mess/mesh

Transportation

fasten/fashion
sip/ship

Clothing/Consumerism

sock/shock
sue/shoe
fasten/fashion
sown/shown
sort/short
suit/shoot

Employment

classed/slashed

Money and Services

save/shave
sign/shine
lease/leash
sell/shell
leased/leashed

Good Extras

said/shed
so/show
seed/she'd
last/lashed
same/shame
mass/mash
classes/clashes
class/clash

C.6

22.

/g/ /k/

Personal ID

girl/curl
glad/clad
gold/cold

Food

gain/cane
glass/class
goat/coat
grab/crab
piggy/pinky
lag/lack
sag/sack
tag/tack
pig/pick
hog/hock

Health

gall/call
gauze/cause
bag/back

Housing

glows/close
glue/clue
got/cot
grass/crass
gutter/cutter
league/leak
crag/crack
bug/buck
brig/brick

Transportation

grease/crease
lug/luck
hag/hack
rag/rack

Clothing/Consumerism

gap/cap
gape/cape
glad/clad
goat/coat
tagging/tacking
tugging/tucking
tag/tack
frog/frock
grease/crease

Employment

gain/cane
gap/cap
glass/class
goal/coal
gum/come
bagging/backing

Money and Services

gash/cash
gold/cold
greed/creed
hog/hock
bug/buck

Good Extras

game/came
gave/cave
ghost/coast
good/could
bigger/bicker
piggy/picky
lag/lack
rag/rack

C.7

224

/s/ /z/

Personal ID

Sue/zoo
niece/knees
floss/flaws
lacy/lazy
loose/lose
niece/knees

Food

sink/zinc
piece/peas
ice/eyes
spice/spies
price/prize
sip/zip
trace/trays
lice/lies
rice/rise
sauce/saws

Health

sink/zinc
racer/razor
fleece/fleas
ice/eyes
floss/flaws
muscle/muzzle
face/phase
niece/knees
dose/doze

Housing

sewn/zone
piece/peas
sauce/saws
sink/zinc
peace/peas

Transportation

sewn/zone
races/raises
bussing/buzzing
bus/buzz
facing/phasing
racing/raising
buses/buzzes

Clothing/Consumerism

sewn/zone
lacy/lazy
lace/lays
niece/knees
sip/zip
piece/peas
fleece/fleas
loose/lose

Employment

race/raise
racing/raising
pace/pays
races/raises
face/phase
sauce/saws

Money and Services

race/raise
pace/pays
prices/prizes
price/prize

Good Extras

see/z
sounds/zounds
place/plays
since/sins
base/bays
sing/zing
ceasing/seizing
force/fours
cease/seize

C.8

/f/ /v/

Personal ID

fee/V
feel/veal
life/live

Food

feel/veal
calf/calve
half/halve

Health

infested/invested
infesting/investing
fat/vat

Housing

fan/van
final/vinyl
fine/vine
shuffled/shoveled
infested/invested
infesting/investing

Transportation

fan/van
fee/V
fender/vendor
ferry/vary
leafing/leaving
safer/saver
shuffled/shoveled

Clothing/Consumerism

fail/veil

Employment

fault/vault
file/vile
fail/veil
proof/prove

Money and Services

fault/vault
fee/V
fender/vendor
safer/saver
safe/save
thief/thieve
infested/invested
infesting/investing

Good Extras

fear/veer
fast/vast
fine/vine
few/view
belief/believe
refuse/reviews

C.9

22

/t/ /d/

Personal ID

tear/dear
tense/dense
title/tidal
eaten/Eden
bright/bride
teen/Dean
tick/Dick
putting/pudding
heat/head

Food

dill/till
tip/dip
tuck/duck
sweeten/Sweden
bitter/bidder
plant/planned
tin/din
tried/dried
eaten/Eden
seat/seed
beet/bead

Health

tick/Dick
toe/doe
tense/dense
fat/fad
tide/died
trunk/drunk
hurting/herding
debt/dead

Housing

tile/dial
train/drain
seating/seeding
heat/heed
bet/bed
built/build
tore/door
tent/dent
betting/bedding
seat/seed
let/led
cot/cod

Transportation

tent/dent
town/down
trip/drip
heating/heeding
scenting/sending
ton/done
train/drain
trunk/drunk
cart/card

Clothing/Consumerism

tear/dare
tuck/duck
try/dry
pleat/plead
fat/fad
hat/had
tie/die
tore/door
patting/padding
neat/need
coat/code

Employment

rating/raiding
debt/dead
seat/seed
plant/planned

Money and Services

tip/dip
bitter/bidder
betting/bedding
bet/bed
bit/bid
time/dime
traitor/trader
debt/dead
plant/planned
coat/code

Good Extras

ten/den
to/do
bat/bad
at/add
tied/died
ton/done
sat/sad

C.10

/ch/ /sh/

Personal ID

chair/share
cheat/sheet
cheer/sheer

Food

cheap/sheep
cheese/she's
cherry/sherry
chop/shop
hatched/hashed
matched/mashed
batches/bashes
crutch/crush

Health

cheek/shiek
chin/shin
chalk/shock
crutch/crush
crutches/crushes

Housing

chair/share

Transportation

chip/ship
chipped/shipped
catching/cashing

Clothing/Consumerism

chew/shoe
choose/shoes
matched/mashed
watched/washed
watching/washing
watches/washer
cheat/sheet
cheating/sheeting

Employment

choose/shoes
chore/shore
chose/shows
witches/wishes

Money and Services

chair/share
cheap/sheep
catch/cash
cheat/sheet
catching/cashing
catches/dashes

Good Extras

chatter/shatter
chalk/shock
which/wish

23

/e/ /a/

Personal ID

dead/Dad
said/sad
Beth/bath
Ben/ban
pet/Pat
X/axe
sex/sacks

Food

fed/fad
beg/bag
peck/pack
hem/ham
pen/pan
better/batter
bread/Brad

Health

dead/Dad
head/had
leg/lag
flesh/flash
Beth/bath
neck/knack

Housing

bed/bad
lend/land
met/mat
set/sat

Transportation

send/sand
wreck/rack
trek/track
gem/jam
guess/gas
left/laughed
pest/passed (past)

Clothing/Consumerism

fed/fad
mend/manned
leather/lather
vest/vast

Employment

men/man
letter/latter
X/axe
sex/sacks

Money and Services

lend/land
spend/spanned
send/sand
beg/bag
bet/bat

Good Extras

end/and
shell/shall
then/than
slept/slapped
lest/last

C.12

APPENDIX D

ACTIVITIES/TECHNIQUES

We have included nine activities which REEP teachers have used successfully in our ESL classes. These instructional activities provide for language practice which can be applied in the real world. In planning instruction, one should keep in mind that "while all language is language practice, not all language practice is language use."[1]

We hope the activities included in this section will help teachers prepare lessons that lead to real communication. Teachers may also want to consult the following resource manuals for more ideas:

English as a Second Language Resource Manual, Volume II. The Intensive English as a Second Language and Cultural Orientation Program. Southeast Asia, 1982.

Language Teaching Techniques. Raymond C. Clark. Brattleboro, Vermont: Pro Lingua Associates, 1982.

Communication Starters. Judy Winn-Bell Olsen. San Francisco, California: The Alemany Press, 1981.

1Christopher Brumfit, Problems and Principles in English Teaching, Pergamon Press, Oxford, 1980, p. 125.

DIALOG CREATION

Purpose

To elicit a dialog through pictures and gestures.
Students generate language at their level.

Directions

Teacher chooses a situation relevant to the topic being studied and defines the roles involved. Instead of presenting a prepared dialog, the teacher uses pictures and gestures to elicit the dialog from the class. The teacher accepts all suggestions from the students and encourages them to work together to provide the correct grammar. It's good to start this technique on the overhead projector and then move to individual handouts.

1. Teacher takes one role and the students take the other role to elicit the entire dialog.

2. Repeat the dialog with each half of class taking one of the roles.

3. Give handouts of pictures for individual pair work.

Can be followed up with substitution drills, discussion of alternative ways to say the same thing, and writing the dialog.

Example

See next page.

Applications

Finding a Job:	Making an appointment for an interview.
Telephone:	Extending/declining an invitation.
Health:	Talking to the doctor about health problems.
Clothing:	Exchanging merchandise.

1) 2BR

2) Yes. 3rd

3) ? ..... util. incl?

4) OK. 72°

5) ..... LEASE ?

6) LEASE Mar. 85 → Mar. 86

7) Rent $400?... Deposit?

8) Deposit = Rent (1 MONTH)

9) When... apt?

10) Now

LINE DIALOG

Purpose

To practice short dialogs numerous times with different partners. Stimulates peer teaching.

Directions

1. Students form two lines facing each other.
2. Students in Line A have cue cards to elicit responses from students in Line B.
3. Line A remains stationary, repeating the same questions while Line B answers and moves to the right. Continues until everyone in Line B has responded to everyone in Line A. All pairs are talking at the same time.
4. Line A gives cue cards to whoever is opposite in Line B. Repeat.

Example

Food

A_1 A_2 A_3 A_4

$B_1 \rightarrow B \rightarrow B \rightarrow B$

Line A has cue cards of food pictures.

A_1: (holding card) I'm going to the store. Do you need anything?
B_1: Yes, I need some lettuce.
A_1: How much?
B_1: Two heads.
A_2: (holding card) I'm going to .....
B_1: Yes, I need some milk.

Variations

Low levels may have one simple identification question. Higher levels may have three or four exchanges per cue.

Applications

Personal ID	Picture of globe, ask "Where are you from?"
Clothing	Clothing pictures and prices, ask "What is this? How much is it?"
Health	Visual of sick person, ask "What's the matter with him? What should he do?"
Finding a Job	Visuals of workers, ask "What does he do? Where does he work?"

RESPOND!

(Total Physical Response)

Purpose

To introduce new vocabulary and grammatical structures within the context of a task/process. Reinforces listening skills as students observe the task being performed.

Directions

Select a task/process that can be easily demonstrated with gestures, visuals, and/or props. First, the teacher goes through the process, stating the steps as they are performed. Once the students understand the process, the entire class performs the task as the teacher directs. Finally, the students can give the directions to partners.

Examples

Community Services (Post Office)

1. Fold the letter.
2. Get an envelope and stamp.
3. Put your letter inside the envelope and seal it.
4. Write your name and address in the upper left corner.
5. Write your friend's name and address in the middle.
6. Don't forget the zip code!
7. Lick the stamp and put it in the upper right corner.
8. Go to the mailbox and drop your letter inside.

Variations

1. Students can write their own processes.
2. Follow-up can take the form of questions about the process.

Applications

Health	Taking medicine.
Housing	Performing a household chore/repairing.
Finding a Job	Completing an application.
Food	Preparing food with a recipe.
Telephone	Using a public phone.

ROLE PLAYS

Purpose

To practice speaking and listening skills within real contexts. Encourages spontaneous speech. Gets teacher out of center.

Directions

Have students work in pairs. Each student has a role and cue of what to say. Students carry on their conversations in their own words using the ideas on their cue cards.

Example

Telephone: taking and leaving messages.

Call and leave a message for friend to call back.	You don't understand English very well. Ask caller to speak slowly and repeat twice.

Variations

1. No cue given.
2. Cue cards can have visuals to stimulate a dialog/ situation the students have practiced (e.g., an accident picture to role play a 911 emergency call).

Applications

Clothing:	Clerk: You don't want to accept return.	Customer: Ask to return clothing and give reason.
Health:	Patient: Request a doctor's appointment for a checkup.	Receptionist: Offer several different appointment times/ dates
Housing:	Tenant: You need something repaired.	Manager: You can't do any work until next week.
Finding a Job:	Friend Working: Tell your unemployed friend about a job opening where you work.	Friend Unemployed: You don't want to work in the same place as your friend. Give other preferences for jobs.

SIMULATIONS

Purpose

To prepare students for real-life tasks by contextualizing language.

Directions

Set up the room with enough props/visuals so that the students understand the setting and situation. Assign different roles to be played in the simulation. Students can be involved in determining the setting and roles as well as in preparing the necessary props.

Example

Money/Banking: Set up a bank with customers and tellers. Customers ask to cash checks. Tellers require identification and ask customers to endorse checks. Teller gives the correct amount.

Applications

Health	Clinic: receptionist, nurse, doctor, patients.
Community	Post Office: postal clerks and customers.
Food	Restaurant: host/ess, waiter/ess, busperson, cashier, cook, customer.
On the Job	Work Setting: supervisor explains tasks to employees.
Clothing	Department Store: clerks and customers exchanging items.
Personal ID	Party: hosts and guests.

MATCHING GAME

Purpose

To reinforce vocabulary and structures taught.

Directions

Prepare sets of 3 x 5 cards with pairs of words or visuals. Cards are put in two stacks on the table. Students pick one card from each stack, hoping to find a pair. If the cards match (a pair), student makes a statement/sentence about the pair. This activity can be done in as many small groups as there are sets of cards available.

Example

Employment: Cards with job titles and corresponding work tasks.

1. Titles (cashier)
2. Tasks (takes money)

*A cashier takes money.

Variations

1. Use pictures instead of words.
2. Use words and abbreviations.
3. Use three stacks of cards.

Applications

Clothing	1. Weather conditions (cold). 2. Clothes (coat). *It's cold. Wear a coat.
Health	1. Sick/injured people (headache). 2. Treatment (aspirin). *I have a headache. Take an aspirin.
Finding a Job	1. Want ad abbreviations (F.T.). 2. Full forms of the abbreviations (full-time). *"F.T." means full-time.
Community Services	1. Envelopes with incomplete addresses. 2. Missing components of addresses. *What's the zip code? It's 20715.

INFORMATION GAP

Purpose

To practice asking and answering questions. Reinforces speaking and listening skills as students are forced to understand each other and to make themselves understood. Good to practice asking for clarification.

Directions

Teacher prepares a master handout that can be used to delete different pieces of information on two sets of handouts. Handout "A" will have some information deleted that handout "B" will provide. Handout "B" will have some other pieces of information deleted that handout "A" will provide. Class is divided in pairs, one student with "A" and the other with "B." Students must ask partner questions to get information necessary to fill in missing information.

Example

Food: Have a simple menu prepared with different prices deleted on handouts "A" and "B."

Variations

1. Handouts may be pictures, maps, or charts.

2. Students can go into the community with a questionnaire to gather information from two different places (e.g., two local stores, two banks, two adult education programs).

Applications

Housing	Diagrams of houses/apartments with missing pieces of furniture.
Transportation	Grid maps with buildings missing or unnamed.
On the Job	Schedule of workers' tasks, deleting tasks at different times/days.
Family	Family tree with different relationships/ages not filled in.
Clothing	Department store floor plans with different departments unnamed.

PROBLEM SOLVING

Purpose

To practice skills of persuading, compromising, agreeing, and disagreeing.

Directions

The teacher presents a problem or situation and provides some possible choices or solutions. The students work in small groups to come to a consensus about which solutions/choices are the best. Finally, each group must present its decision and reasoning to the whole class.

Example

Housing: Students are given a visual of a house in disrepair. Tell them that the landlord will only repair three problems this month. Each group must decide which three problems should be corrected first. (Sample problems: broken steps, broken front window, leaking ceiling, broken front door lock, broken toilet, clogged kitchen sink, no bathroom light, broken refrigerator door.)

Variations

Present problem/situation but offer no choices or solutions.

Applications

Finding a Job	Hire one person for a particular job, given a job description. Read five resumes and decide which person should get the job.
Food	Open a new international restaurant in town. Decide name, how to decorate, menu items, and prices.
Housing	Use local housing ads to find a house/apartment for a specified family.
On the Job	Present a cultural misunderstanding that might arise between two employees. Decide how to best handle the situation.

CIRCLE CUES*

Purpose

To practice asking and answering questions. Good for practice in expressing needs and seeking advice.

Directions

Students sit in a circle. Each student has a card with a picture or written cue. The teacher starts by asking one student a question such as, "What would you like to eat?" Student then looks around at the pictures available and says, "I'd like a _____." The student holding that picture must then give it to the student requesting the item. Students then continue asking and answering, and teacher steps outside the circle.

Example

Food: Cards with food pictures.

A: What would you like to eat?
B: I'd like a hamburger.
C: Here's your hamburger. (Here you are.)
B to C: What would you like?
C: I'd like a salad.
B: Here you are.
etc.

Housing: Cards with apartment needs on one side and apartments available on the other.

A: I need a two-bedroom apartment.
B: I have one for $400, no utilities included.
C: I have a two-bedroom apartment for $400 with utilities.
A: Thanks, I'll take the $400 apartment with utilities.

Variations

Student A can state need and then have others offer what is on their cue cards. Student A can reject offers until he/she hears one that is acceptable.

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*From IESL/CO Resource Manual, Volume II.

CIRCLE CUES (Cont'd)

Applications

Clothing — Pictures of clothing with prices.

Health — Cards with appointment times and dates.

A: I need a dentist appointment for the 23rd.
B: I have one at 2:00.
A: I can't come then.
C: I have one at 3:00.
A: Thank you. I'll come at 3:00.

Finding a Job — Cards with jobs, salaries, and conditions.

A: I'm looking for a job.
B: I have a cleaner job at $3.50/hour.
C: I have a busperson job at $3.35/hour, plus tips.
A: Oh, good. I'll take the busperson job.

APPENDIX E

SUGGESTED RESOURCES

This is a list of the resources cited on the performance objective pages. The annotations indicate books which can serve as core texts for the specified levels.

Boyd, John R., and Mary Ann Boyd. Before Book One. New York: Regents Publishing Company, Inc., 1982.

Breyer, Pamela. GrammarWork 1 and 2. New York: Regents Publishing Company, Inc., 1982.

Carver, Tina Kasloff, and Sandra Douglas Fotinos. A Conversation Book: English in Everyday Life, Books One and Two. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

DeFilippo, Judy, and Michael Walker. Lifeskills 1 and 2. Reading, Massachusetts: Addison Wesley Publishing Company, 1982. (A-II, B-I)

Ferreira, Linda. Notion by Notion. Rowley, Massachusetts: Newbury House Publishers, Inc., 1977.

Foley, Barbara, Howard Poman, and Gretchen Dowling. Lifelines 1. New York: Regents Publishing Company, Inc., 1981.

Freeman, Daniel B. Speaking of Survival. New York: Oxford University Press, 1982. (B-II, A-III)

Husak, Glen, Patricia Pahre, and Jane Stewart. The Work Series. Sewickley, Pennsylvania: Hopewell Books, Inc., 1976.

Keltner, Autumn, and Gretchen Bitterlin. English for Adult Competency, Book II. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981. (B-III)

Keltner, Autumn, Leann Howard, and Francis Lee. English for Adult Competency, Book I. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981. (A-III, B-II)

Molinsky, Steven J., and Bill Bliss. Side by Side, Books One and Two. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981.

Motta, Janice C., and Kathryn L. Riley. Impact! Books 1 and 2. Reading, Massachusetts: Addison-Wesley Publishing Company, 1982. (A-II)

Mrowicki, Linda, and Peter Furnborough. A New Start. Student's Book and Literacy Workbooks 1 and 2. Exeter, New Hampshire: Heinemann Educational Books, 1982. (Literacy, A-I)

Robinson, Catherine, and Jenise Rowekamp. Speaking Up at Work. St. Paul, Minnesota: International Institute of Minnesota.

Savage, K. Lynn, Mamie How, and Ellen Lai-Shan Yeung. English that Works, 1 and 2. Glenview, Illinois: Scott, Foresman and Company, 1982. (A-III, B-II, B-III)

Schurer, Linda, Editor. Everyday English, Volume I. San Francisco, California: The Alemany Press, 1979. (A-I)

Wardhaugh, Ronald, et al. English for a Changing World, Cue Books 1 and 2. Glenview, Illinois: Scott, Foresman and Company, 1976.

Other useful resources, not indexed to the curriculum, can be obtained from the following publishers:

The Alemany Press

Live Action English for Foreign Students

Hopewell Books, Inc.

The Money Series
The Health Series

Longmans Inc.

Around Town
It's Up to You

National Textbook Company

Building Real Life English Skills
Play and Practice
The Vocabulary Builder

Newbury House Publishers

Can't Stop Talking
The Non-Stop Discussion Workbook

Oxford University Press

Jazz Chants
Jazz Chants for Children
Oxford Picture Dictionary of American English

APPENDIX E: INS QUESTIONS AND PROGRESS REPORTS

ONE HUNDRED SAMPLE QUESTIONS THAT CAN BE ASKED BY THE INS

TO THE TEACHERS:
The following is a list of 100 questions supplied to us by INS that are commonly asked of amnesty candidates preparing for their permanent residence card. They have been reorganized by us into categories related to what you are teaching. We strongly urge you to use these questions or the information in them, if the it is appropriate for the level that you are teaching. We have also analyzed our progress reports and have listed a corresponding question number next to competiences that we may cover in class. Progress reports may be found at the end of this supplement.

I. AMERICAN INSTITUTIONS AND TRADITIONS

A. THE FLAG

1. What are the colors of our flag?
   Red, White, and Blue

2. How many stars are there in our flag?
   Fifty (50)

3. What color are the stars on our flag?
   White

4. What do the stars on the flag mean?
   One for each state in the union

5. How many stripes are there in the flag?
   Thirteen (13)

6. What color are the stripes?
   Red and White

7. What do the stripes on the flag mean?
   They represent the original 13 states

62. What is the national anthem of the United States?
   The Star-Spangled Banner

63. Who wrote the Star-Spangled Banner?
   Francis Scott Key

B. CITIZENSHIP

72. What Immigration and Naturalization Service form is used to apply to become a naturalized citizen?
Form N-400, "Application to File Petition for Naturalization"

86. Name one benefit of being a citizen of the United States.
Obtain federal government jobs; travel with a U.S. passport; petition for close relatives to come to the U.S. to live.

87. What is the most important right granted to U.S. citizens?
The right to vote

C. ELECTIONS

29. **Who elects Congress?**
The people

65. What is the minimum voting age in the United States?
Eighteen (18)

95. In what month do we vote for the President?
November

99. What are the 2 major political parties in the U.S. today?
Democratic and Republican

D. THE STATES

8. How many states are there in the Union?
Fifty (50)

47. What are the 49th and 50th states of the Union?
Hawaii and Alaska

100. How many states are there in the United States?
Fifty (50)

E. THANKSGIVING

55. Why did the Pilgrims came to America?
For religious freedom

58. What holiday was celebrated for the first time by the American colonists?
Thanksgiving

73. Who helped the Pilgrims in America?
The American Indians (Native Americans)

74. What is the name of the ship that brought the Pilgrims to America?
The Mayflower

F. JULY 4TH

9. What is the 4th of July?
Independence Day

10. What is the date of Independence Day?
July 4th

11. Independence from whom?
England

12. What country did we fight during the Revolutionary War?
England

13. Who was the first President of the United States?
George Washington

59. Who was the main writer of the Declaration of Independence?
Thomas Jefferson

60. When was the Declaration of Independence adopted?
July 4, 1776

61. What is the basic belief of the Declaration of Independence?
That all men are created equal

75. What were the 13 original states of the U.S. called?
Colonies

G. HISTORICAL PEOPLE

45. Who said, "Give me liberty or give me death."?
Patrick Henry

13. Who was the first President of the United States?
George Washington

71. Which President is called the "Father of our country"?
George Washington

84. Which President was the first Comander in Chief of the U.S. military?
George Washington

59. Who was the main writer of the Declaration of Independence?
Thomas Jefferson

68. Who was President during the Civil War?
Abraham Lincoln

69. What did the Emancipation Proclamation do?
Freed many slaves

79. Which President freed the slaves?
Abraham Lincoln

49. Who was Martin Luther King, Jr.?
A civil rights leader

II. OUR GOVERNMENT

A. THE GOVERNMENT STRUCTURE

* ORGANIZATION:

23. How many branches are there in our government?
Three (3)

24. What are the three branches of our government?
Legislative, Executive, and Judiciary

78. What kind of government does the United States have?
Republican

* LOCAL GOVERNMENTS:

50. Who is the head of your local government?
(insert local information)

57. What is the head executive of a city government called?
Mayor

* STATE GOVERNMENTS:

40. What is the capital of your state?
(insert local information)

56. What is the head executive of a state government called?
Governor

41. Who is the current governor of your state?
(insert local information)

B. CONSTITUTION

19. What is the Constitution?
The supreme law of the land

20. Can the Constitution be changed?
Yes.

21. What do we call a change to the Constitution?
Amendments

22. How many changes or amendments are there to the Constitution?
Twenty-Six (26)

38. What is the supreme law of the United States?
The Constitution

64. Where does freedom of speech came from?
The Bill of Rights

65. What is the minimum voting age in the United States?
Eighteen (18)

80. In what year was the Constitution written?
1787

84. Whose rights are guaranteed by the Constitution and the Bill of Rights?
Everyone (citizens and non-citizens living in the U.S.)

85. What is the introduction to the Constitution called?
The Preamble

C. THE BILL OF RIGHTS

39. What is the Bill of Rights?
The first 10 amendments of the Constitution

76. Name 3 rights or freedoms guaranteed by the Bill of Rights.

1. **The right of freedom of speech, prese, religion, peaceable assembly and requesting change of government.**
2. **The right to bear arms (the right to have weapons or own a gun, though subject to certain regulations).**
3. **The government may not quarter, or house, soldiers in the people's homes during peacetime without the people's consent**

4. The government may not search or take a person's property without a warrant.
5. A person may not be tried twice for the same crime and does not have to testify against him/herself.
6. A person charged with a crime still has some rights, such as the right to a trial and to have a lawyer.
7. The right to trial by jury in most cases.
8. Protects people against excessive or unreasonable fines or cruel and unusual punishment.
9. The people have rights other than those mentioned in the Constitution.
10. Any power not given to the federal government by the Constitution is a power of either the state or the people.

81. What are the first 10 amendments to the Constitution called?
The Bill of Rights

92. Name one right guaranteed by the first amendment.
Freedom of: speech, press, religion, peaceable assembly, and requesting change of the government.

C. THE PRESIDENCY

13. Who was the first President of the United States?
George Washington

51. According to the Constitution, a person must meet certain requirements in order to be eligible to become President. Name one of these requirements.
* Must be a natural born citizen of the United States;
* Must be at least 35 years old by the time he/she will serve;
* Must have lived in the United States for at least 14 years

14. Who is the President of the United States today?
George Busch

15. Who is the Vice-President of the United States today?
Dan Quayle

16. Who elects the President of the United States?
The electoral college

17. Who becomes President of the United States if the President should die?
Vice-President

18. For how long do we elect the President?
Four years

42. How many terms can a President serve?
Two (2)

35. What is the executive branch of our government?
The President, cabinet, and departments under the cabinet members

70. What special group advises the President?
The Cabinet

42. Who becomes President of the United States if the President and the Vice-President should die?
Speaker of the House of Representatives

66. Who signs bills into law?
The President

89. What is the White House?
The President's official home

90. Where is the White House located?
Washington, D.C. (1600 Pensylvania Avenue, N.W.)

91. What is the name of the President's official home?
The White House

93. Who is the Commander in Chief of the U.S. military?
The President

95. In what month do we vote for the President?
November

96. In what month is the new President inaugurated?
January

D. CONGRESS

25. What is the legislative branch of our government?
Congress

26. Who makes the laws in the United States?
Congress

27. What is Congress?
The Senate and the House of Representatives

28. What are the duties of Congress?
To make laws

29. **Who elects Congress?**
The people

30. How many senators are there in Congress?
100

31. Can you name the two senators from your state?
(insert local information)

32. For how long do we elect each senator?
6 years

33. How many representatives are there in Congress?
435

34. For how long do we elect the representatives?
2 years

52. **Why are there 100 Senators in the Senate?**
Two (2) from each state

77. Who has the power to declare war?
The Congress

83. **Where does Congress meet?**
In the Capitol in Washington, D.C.

88. What is the United States Capitol?
The place where Congress meets

97. How many times may a Senator be re-elected?
There is no limit

98. How many times may a Congressman be re-elected?
There is no limit

E. SUPREME COURT

36. What is the judiciary branch of our government?
The Supreme Court

37. What are the duties of the Supreme Court?
To interpret laws

43. Who is the Chief Justice of the Supreme Court?
William Rehnquist

53. Who selects the Supreme Court justices?
Appointed by the President

54. How many Supreme Court Justices are there?
Nine (9)

67. What is the highest court in the United States?
The Supreme Court

44. Can you name the thirteen original states?
Connecticut, New Hampshire, New York, New Jersey,

Massachusetts,Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, and Maryland

F. MISC. QUESTIONS:

THE UNITED NATIONS

82. Name one purpose of the United Nations.
For countries to discuss and try to resolve world problems;to provide economic aid to many countries.

WORLD WAR II

46. Which countries were our enemies during World War II?
Germany, Italy, and Japan

Questions for the INS English/Civics Exam

1. What are the colors of our flag?
2. How many stars are there in our flag?
3. What color are the stars on our flag?
4. What do the stars on the flag mean?
5. How many stripes are there in the flag?
6. What color are the stripes?
7. What do the stripes on the flag mean?
8. How many states are there in the Union?
9. What is the 4th of July?
10. What is the date of Independence Day?
11. Independence from whom?
12. What country did we fight during the Revolutionary War?
13. Who was the first President of the United States?
14. Who is the President of the United States today?
15. Who is the Vice-President of the United States today?
16. Who elects the President of the United States?
17. Who becomes President of the United States if the President should die?
18. For how long do we elect the President?
19. What is the Constitution?
20. Can the Constitution be changed?
21. What do we call a change to the Constitution?
22. How many changes or amendments are there to the Constitution?
23. How many branches are there in our government?
24. What are the three branches of our government?
25. What is the legislative branch of our government?
26. Who makes the laws in the United States?
27. What is Congress?
28. What are the duties of Congress?
29. Who elects Congress?
30. How many senators are there in Congress?
31. Can you name the two senators from your state?
32. For how long do we elect each senator?
33. How many representatives are there in Congress?
34. For how long do we elect the representatives?
35. What is the executive branch of our government?
36. What is the judiciary branch of our government?
37. What are the duties of the Supreme Court?
38. What is the supreme law of the United States?
39. What is the Bill of Rights?
40. What is the capital of your state?
41. Who is the current governor of your state?
42. Who becomes President of the United States if the President and the Vice-President should die?
43. Who is the Chief Justice of the Supreme Court?
44. Can you name the thirteen original states?
45. Who said, "Give me liberty or give me death?
46. Which countries were our enemies during World War I?
47. What are the 49th and 50th states of the Union?
48. How many terms can a President serve?
49. Who was Martin Luther King, Jr.?
50. Who is the head of your local government?

Answers

1. Red, White, and Blue
2. 50
3. White
4. One for each state in the Union
5. 13
6. Red and White
7. They represent the original 13 states
8. 50
9. Independence Day
10. July 4th
11. England
12. England
13. George Washington
14. Ronald Reagan
15. George Bush
16. The electoral college
17. Vice-President
18. Four years
19. The supreme law of the land
20. Yes
21. Amendments
22. 26
23. 3
24. Legislative, Executive, and Judiciary
25. Congress
26. Congress
27. The Senate and the House of Representatives
28. To make laws
29. The people
30. 100
31. (insert local information)
32. 6 years
33. 435
34. 2 years
35. The President, cabinet, and departments under the cabinet members
36. The Supreme Court
37. To interpret laws
38. The Constitution
39. The first 10 amendments of the Constitution
40. (insert local information)
41. (insert local information)
42. Speaker of the House of Representatives
43. William Renquist
44. Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, and Maryland
45. Patrick Henry
46. Germany, Italy, and Japan
47. Hawaii and Alaska
48. 2
49. A civil rights leader
50. (insert local information)
51. Must be a natural born citizen of the United States; Must be at least 35 years old by

HISTORY & GOVERNMENT
PROGRESS REPORT
LEVEL B1

COMMUNITY

_____ Identify country of origin on a world map or globe.
_____ Identify United States on a world map or globe.
_____ Identify number of states in the USA.
_____ Identify Virginia on a map of the United States.
_____ Identify Arlington on a D.C. Metropolitan Region map.
_____ Describe responsibilities as students at Wilson School.
_____ Identify state and local regulations.
_____ Identify community services.
_____ Identify own reasons for leaving country of origin and coming to the United States.

GROWTH OF THE UNITED STATES

_____ Identify the first Americans.
_____ Identify the first settlers and why they came.
_____ Identify key states on a U.S. map.

GOVERNMENT

_____ Identify the three branches of government.
_____ Identify the branch of government in which the president and vice-president work.
_____ Identify the current president.
_____ Identify the residence of the U.S. President.
_____ Identify the branch of government in which Congress works.
_____ Identify the Capitol as the building where Congress works.
_____ Identify the branch of government in which the Supreme Court works.
_____ Identify the Supreme Court building.

LEVEL B 1

MARTIN LUTHER KING'S BIRTHDAY

---- Identify Martin Luther King and his importance to U.S. history.

PRESIDENTS' DAY

---- Identify George Washington and his importance to U.S. history.
---- Identify Abraham Lincoln and his importance to U.S. history.
---- Identify the U.S. presidents who appear on coins and bills.
---- Identify the current president of the United State.
---- Name the residence of the U.S. President.
---- Identify 2 of the qualifications for president of the U.S.

ST. PATRICK'S DAY

---- Identify the ethnic group that celebrates this day.
---- Identify two other major ethnic groups that have come to the U.S., their reasons for coming, and where the settled.

MEMORIAL DAY

---- Identify why and how it is commemorated.
---- Identify two major wars in which the United States participated.

FLAG DAY

---- Identify and describe the U.S. flag.
---- Identify two of the thirteen colonies.
---- Identify five states other than Virginia.

FOURTH OF JULY

---- State the purpose of the Declaration of Independence.
---- Identify the Revolutionary War.
---- Identify Thomas Jefferson and his contribution to the Declaration of Independence.
---- Identify Benjamin Franklin and his importance to the Revolutionary War.
---- Identify George Washington and his importance to the Revolutionary War and the new government.
---- Identify the presidents on money.
---- Identify two freedoms that we have in the U.S.

LABOR DAY

----- Identify why and how it is celebrated.
----- Identify job titles and duties of people who work in the school.

COLUMBUS DAY

----- Identify Christopher Columbus.
----- State the reason for his exploration.
----- State the results of his exploration.

VETERANS' DAY

----- Identify why and how it is commemorated.
----- Identify two major wars in which the United States participated.

THANKSGIVING

----- Identify the Pilgrims and their reason for leaving their country.
----- Name where they landed.
----- Name the participants in the first thanksgiving feast.
----- Identify two freedoms we have in the U.S., including freedom of religion.
----- Identify when and how Thanksgiving is celebrated.

CHRISTMAS

----- Explain freedom of religion.
----- Identify major religions in the U.S. and in country of origin.
----- Identify when, by whom and how Christmas is celebrated in the U.S.

_____ _____

STUDENT'S SIGNATURE DATE

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LEVEL A3/B2

FOURTH OF JULY

_____ State the purpose of the Declaration of Independence.
_____ *Identify the Revolutionary War.
_____ *Name the form of government of the U.S. and explain what it means.
_____ Identify Thomas Jefferson and his contribution to the Declaration of Independence.
_____ Identify Benjamin Franklin and his importance to the Revolutionary War.
_____ Identify George Washington and his importance to the Revolutionary War and the new government.
_____ Identify the presidents on money.
_____ Identify two freedoms that we have in the U.S.

LABOR DAY

_____ Identify why and how it is celebrated.
_____ Identify job titles of people who work in the school.
_____ *Describe labor unions.
_____ *Define Industrial Revolution (from agriculture to manufacturing, growth of factories).
_____ *Name two important inventions of the Industrial Revolution.

COLUMBUS DAY

_____ Identify Christopher Columbus.
_____ State the reason for his exploration.
_____ State the results of his exploration.
_____ Identify another major explorer of North America.

VETERANS' DAY

_____ Identify why and how it is commemorated.
_____ Identify two major wars in which the United States participated.
_____ *Identify two countries that fought with and two countries that fought against the United States in World War I and World War II.
_____ *Explain the difference between police and the military.

THANKSGIVING

_____ Identify the Pilgrims and their reason for leaving their country.
_____ Name where they landed.
_____ Name the participants in the first Thanksgiving feast.
_____ *Name the countries where early American settlers came from and the areas where they settled.
_____ *Identify Virginia and Massachusetts and two colonies and locate them on a map of the east coast.
_____ Identify two freedoms we have in the U.S., including freedom of religion.
_____ Describe when and how Thanksgiving is celebrated.

CHRISTMAS

_____ Explain freedom of religion.
_____ Identify major religions in the U.S. and in country of origin.
_____ Identify when, by whom, and how Christmas is celebrated in the U.S.

_____ _____
STUDENT'S SIGNATURE DATE

INDIVIDUAL EDUCATION PROGRAM, OR INSTRUCTION FOR HOMEBOUND, OR IEP

HISTORY & GOVERNMENT
PROGRESS REPORT
LEVEL A3/B2

COMMUNITY

_____ Identify country of origin ! on a world map or globe.
_____ Identify the U.S.A. on a world map.
_____ Identify the number of states in the United State.
_____ *Identify Virginia and 4 other states on a U.S. map.
_____ Identify Arlington on a D.C. Metropolitan Region map.
_____ *Identify the governor of Virginia.
_____ Describe responsibilities as students at Wilson School.
_____ Identify state and local regulations.
_____ Identify community services.
_____ Identify own reasons for leaving country of origin and coming to the U.S.

GROWTH OF THE UNITED STATES

_____ Identify the first Americans.
_____ Identify the first settlers and why they came.
_____ *Identify five major regions of the U.S.
_____ Identify key states on a U.S. map.
_____ *Define frontier and pioneer.

GOVERNMENT

_____ *Identify the three branches of government and the function of each.
_____ *Identify the three levels of government.
_____ *Identify the type of government that Arlington has.
_____ Identify the branch of government in which the president and vice-president work.
_____ *State two powers of the President.
_____ Identify the current president.
_____ Identify the residence of the U.S. President.
_____ Identify the branch of government in which congress works.
_____ *State two responsibilities of Congress.
_____ Identify the Capitol as the building where Congress works
_____ Identify the responsibilities of the Supreme Court.
_____ Identify the Supreme Court building.
_____ *Name the two Senators from Virginia and the Congressman from Arlington.

MARTIN LUTHER KING'S BIRTHDAY

_____ Identify Martin Luther King and his importance to U.S. history.
_____ *Define discrimination and segregation.
_____ *Name the two Presidents who aided the Civil Rights Movement in the 1960's.

PRESIDENTS' DAY

_____ Identify George Washington and his importance to U.S. history.
_____ Identify Abraham Lincoln and his importance to U.S. history.
_____ *Identify the Revolutionary War and the Civil War.
_____ Identify the U.S. presidents who appear on coins and bills.
_____ Identify the current president of the United States.
_____ Name the residence of the U.S. President.
_____ Identify two of the qualifications for the president of the U.S.

ST. PATRICK'S DAY

_____ Identify the ethnic group that celebrates this day.
_____ *Identify other major ethnic groups that have come to the U.S., their reasons for coming and where they settled.

MEMORIAL DAY

_____ Identify why and how it is commemorated.
_____ Identify two major wars in which the United States participated.
_____ *Identify two countries that fought with and two countries that fought against the United States in World War I and World War II.
_____ *Explain the difference between police and the military.

FLAG DAY

_____ Identify and describe the U.S. flag.
_____ Identify two of the thirteen colonies.
_____ Identify five states other than Virginia.
_____ *Identify the "Star-Spangled Banner" and its author.

[illegible]

COMMUNITY

Identify country of origin on a world map or globe.
Identify the U.S.A. on a world map.
Identify the number of states in the United States. (8,100)
Identify Virginia and four other states on a U.S. map.
Name two states other than Virginia. (44,47)
Locate five major cities on a United States map.
Identify & locate the capital of Va. on a map. (40)
Identify Arlington on a D.C. Metropolitan Region map.
Identify the governor of Virginia. (56,41)
Describe the responsibilities as students at Wilson School
State basic privileges of citizenship. (86)
Identify state and local regulations.
Identify community services.
Identify two reasons for leaving country of origin and coming to the U.S.

GOVERNMENT (local government: 50,57)

Identify the 3 parts of the Constitution and their purpose (19,38,39,84,85)
Identify the first ten amendments as the Bill of Rights and state three of the rights that are protected. (39,64,76,81,92)
Identify the three branches of government and functions. (25-28,35-37)
Identify the three levels of government.
Identify the type of government that Arlington has.
Identify the branch of government in which the president and vice president work . (35)
State two powers of the President. (66,93)
Identify the current president. (14)
Identify the residence of the U.S. President. (89-91)
Identify the branch of government in which Congress works (25,27)
State two responsibilities of Congress. (26,28,77)
Identify the Capitol as the building where Congress works. (83,88)
Identify the branch of government in which the Supreme Court works. (36)
State the responsibilities of the Supreme Court. (37,67)
Identify the Supreme Court building.
Name the two Senators from Virginia and the Congressman from Arlington. (31)

HISTORY OF THE UNITED STATES

Identify the first Americans
Identify the first settlers and why they came. (55)
State two Pilgrims and Plymouth.
Identify the 13 colonies added in the 17th century and locate their general vicinity on a map.
Identify Lewis and Clark as explorers of the Northwest
Identify two reasons for westward expansion.
Identify five major regions of the U.S.
Identify key states on a U.S. map. (44,47)

MARTIN LUTHER KING'S BIRTHDAY

_____ Identify Martin Luther King and his importance to U.S. history. (49)
_____ State the movement during the 1950's and 1960's which worked for equality for minorities.
_____ Identify two leaders of the Civil Rights movement other than Dr. King.
_____ State two reasons for the Civil Rights movement.
_____ Define discrimination and segregation.
_____ Name the two Presidents who aided the Civil Rights Movement in the 1960's.

PRESIDENTS' DAY

_____ Identify George Washington and his importance to U.S. history. (11,71,94)
_____ State two causes of the Revolutionary War and the major results.
_____ State the purpose of the Declaration of Independence (60,61)
_____ Identify two colonial leaders of the American Revolution other than George Washington.(45)
_____ Identify Abraham Lincoln and his importance to U.S. history. (68,69,79)
_____ Identify the Civil War.
_____ Identify the U.S. presidents who appear on coins and bills.
_____ Identify the current president of the United States.(14)
_____ Name the residence of the U.S. President.(89)
_____ Identify all the qualifications for President of the United States. (51)

ST. PATRICK'S DAY

_____ Identify the ethnic group that celebrates this day.
_____ Identify other major ethnic groups that have come to the U.S., their reasons for coming and where they settled.
_____ Locate on a map the areas where various ethnic groups have settled in the U.S.

MEMORIAL DAY

_____ Identify why and how it is commemorated.
_____ Identify three major wars in which the U.S. participated.
_____ Identify two events that brought about and two that brought against the U.S. in the 20th and 21st centuries. (66)
_____ Identify the two events that were major causes of other wars and state how they caused the change this ethnic celebration. Explain the differences between peace and the military

NOTE:

ADDITIONAL GOVERNMENT RELATED QUESTIONS:

[illegible] 70, 75, 90; Pres./VP 15-18, 43-48

Const. [illegible] 22, 80; Cong. 29-30, 41-44, 65, 67, 90; Supr. Ct. [illegible]

[illegible]

[illegible]

[illegible]

COMMUNITY

----- Identify country of origin on a world map or globe.
----- Identify the U.S.A. on a world map.
----- Identify the number of states in the United States.
----- Identify Virginia and 4 other states on a U.S. map.
-----*Name 10 states other than Va. and locate on a map.
----- Locate five major cities on a United States map.
----- Identify & locate the capital of Va. on a Va. map.
----- Identify Arlington on a D.C. Metropolitan Region map.
----- Identify the governor of Virginia.
----- Describe responsibilities as students at Wilson School.
----- State basic privileges of citizenship.
-----*State responsibilities of U.S. citizens.
-----*State responsibilities of the government toward citizens.
----- Identify state and local regulations.
----- Identify community services.
----- Identify own reasons for leaving country of origin and coming to the U.S.

GROWTH IN THE UNITED STATES

----- Identify the first Americans.
----- Identify the first settlers and why they came.
----- Define frontier and pioneer.
----- Identify the territories added in the 19th century and locate their general vicinity on a map.
-----*Explain concept of Manifest Destiny.
----- Identify two reasons for westward expansion.
----- Identify Lewis and Clark as explorers of the Northwest.
----- Identify five major regions of the U.S.
----- Identify key states on a U.S. map.
-----*Read the names of all fifty states in the U.S. and identify the general location of each.

GOVERNMENT

-----*Identify the three parts to the Constitution and their purpose (Preamble-introduction, philosophy of government; Articles-describe structure of the government and the amendment process; Amendments-specific rights added to the Constitution).
-----*Identify the first ten amendments as the Bill of Rights and state three of the rights that are protected.
----- Identify the 3 branches of government and their functions.
----- Identify the three levels of government.
----- Identify the type of government that Arlington has.
----- Identify the branch of government in which the president and vice-president work.
----- State two powers of the President.
----- Identify the current president.
----- Identify the residence of the U.S. President.
----- Identify the branch of government in which Congress works.
----- State two responsibilities of Congress.
-----*Explain how a bill goes through the legislative process.
----- Identify the Capitol as the building where Congress works.
----- Identify the branch of government of the Supreme Court
----- State the responsibilities of the Supreme Court.
-----*Explain the system of checks and balances.
----- Identify the Supreme Court building.
----- Name the two Senators from Virginia and the Congressman for Arlington.

MARTIN LUTHER KING'S BIRTHDAY

----- Identify Martin Luther King and his importance to U.S. history.
----- Name the movement during the 1950's and 1960's which worked for equality for minorities.
----- Identify two leaders of the Civil Rights Movement other than Dr. King.
----- State two reasons for the Civil Rights Movement.
----- Define discrimination and segregation.
----- Name the two presidents who aided the Civil Rights Movement in the 1960's.
-----*Explain what is meant by "New Frontier" and "Great Society".

PRESIDENTS' DAY

----- Identify George Washington and his importance to U.S. history.
----- State two causes of the Revolutionary War and the major results.
----- State the purpose of the Declaration of Independence.
----- Identify two colonial leaders of the American Revolution other than George Washington.
----- Identify Abraham Lincoln and his importance to the U.S. history.
-----*State two causes of the Civil War and the major result of the war.
-----*Identify the Battle of Gettysburg as a major battle.
-----*Identify the Emancipation Proclamation.
-----*Explain why the 13th, 14th, and 15th amendments were added to the Constitution.
----- Identify the presidents who appear on coins and bills.
----- Identify the current president of the U.S.
----- Identify all the qualifications for President of the United States.

ST. PATRICK'S DAY

----- Identify the ethnic group that celebrates this day.
----- Identify other major ethnic groups that have come to the U.S., their reasons for coming, and where they settled.
----- Locate on a map the areas where various ethnic groups have settled in the U.S.
-----*Explain major waves of immigration to the U.S.

MEMORIAL DAY

----- Identify why and how it is commemorated.
----- Identify three major wars in which the U.S. participated.
----- Identify two countries that fought with and two countries that fought against the U.S. in World War I and II
----- Explain the significance of Pearl Harbor and Hiroshima in WWII.
-----*Identify the presidents of the U.S. during WWI and WWII.
----- Identify the two countries that became major powers after WWII and state the term used to describe the relationship.
----- Explain the difference between police and military.

FLAG DAY

----- Identify and describe the U.S. flag.
-----*Identify all thirteen colonies.
-----*Identify ten current states, other than Virginia.
----- Explain the cause and result of the War of 1812.
----- Identify the "Star-Spangled Banner" and its author.
-----*Say and interpret the "Pledge of Allegiance".

FOURTH OF JULY

----- State the purpose of the Declaration of Independence.
----- Explain the two basic principles underlying "all men are created equal".
----- Identify Thomas Jefferson and his contribution to the Declaration of Independence.
----- Identify the Revolutionary War.
----- Identify Benjamin Franklin and his contribution to the Revolutionary War.
----- Identify George Washington and his importance to the Revolutionary War.
----- Name the form of government of the U.S. and explain what it means.
----- Identify the Article of Confederation.
----- Identify the Constitution.
-----*Identify the Bill of Rights.
-----*State three principles of the U.S. Constitution.

LABOR DAY

----- Identify why and how it is celebrated.
----- Identify job titles of people who work in the school.
----- Describe labor unions.
----- State two reasons why they were formed.
----- Define Industrial Revolution.
----- Name two important inventions of the Industrial Revolution.
----- Explain assembly line and its importance to manufacturing.
----- State two effects of the Industrial Revolution.
-----*Explain how the Industrial Revolution effected immigration.
-----*State rules applying to working people and welfare recipients.

COLUMBUS DAY

-----*Explain the motivations for exploration.
----- Identify Christopher Columbus.
----- State the reasons for his exploration.
----- State the results of his exploration.
----- Identify other major explorers of North America.
----- Identify native Americans and where they originated.

VETERANS' DAY

----- Identify why and how it is commemorated.
----- Identify three major wars in which the U.S. participated.
----- Identify two countries that fought with and two countries that fought against the U.S. in World War I and II.
-----*Explain the significance of Pearl Harbor and Hiroshima in WWII.
-----*Identify the presidents of the U.S. during WWI and WWII.
----- Identify the two countries that became major powers after WWII and state the term used to describe their relationship.
----- Explain the difference between police and the military.

THANKSGIVING

----- Identify the Pilgrims and their reasons for leaving their country.
----- Name where they landed.
----- Name the participants in the first Thanksgiving feast.
----- Name the countries where early American settlers came from and the areas where they settled.
----- Identify the two earliest permanent settlements in the U.S.
----- Identify Virginia and Massachusetts as two colonies and locate them on a map of the east coast.
-----*Explain the motivation for colonization my settlers from England and France.
-----*Name the thirteen colonies.
----- Identify the freedoms we have in the U.S., including freedom of religion.
----- Describe when and how Thanksgiving is celebrated.

CHRISTMAS

----- Explain freedom of religion.
----- Identify major religions in the U.S. and in country of origin.
----- Identify when, by whom and how Christmas is celebrated in the U.S.

_____ _____
STUDENT'S NAME DATE

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